DOCUMENT RESUME

ED 190 582 SP 016 572

TITLE	Health Education Curriculum Guide. Grade 5 Through Grade 8.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
NOTE	106p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Consumer Education; Drug Education; Environment; Family Relationship; *Health Education; Hygiene; Individual Development; Intermediate Grades; Junior High Schools; *Mental Health; Physical Development; *Physical Fitness; Prevention; Safety Education; Sex Education

ABSTRACT

This guide has been prepared to assist the teacher of grades five through eight students in the implementation of health education into the curriculum. The booklet contains student objectives, suggested activities, and pertinent questions which will provide the basic tools to meet program goals. The ten major areas of instruction are: 1) consumer health, 2) environmental health, 3) family dynamics, 4) human growth, 5) mental health, 6) physical fitness, 7) preventive health, 8) safety, 9) human sexuality, and 10) drug education. (CJ)

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HEALTH EDUCATION CURRICULUM GUIDE

GRADE 5 THROUGH GRADE 8

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SP 016 572

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

HEALTH EDUCATION CURRICULUM GUIDE

GRADE 5 THROUGH GRADE 8

FOREWORD

This guide has been prepared primarily to assist classroom teachers in the implementation of the Health Education Curriculum. It contains student objectives, suggested activities, and pertinent questions which will provide the basic tools in meeting the goals of this program.

The Health Education Curriculum consists of 10 major areas of instruction, each with several subtopics. Each subtopic has student objectives relating to knowledge, intellectual process, attitudes and, where applicable, psychomotor skills, in that order.

The list of activities is divided into three levels: kindergarten through grade 4, grade 5 through grade 8, and grade 9 through grade 12. The topics remain the same throughout, but the student activities become more sophisticated at each succeeding level.

I urge all school personnel to consult this guide in order to obtain a better understanding of Health Education.

Anthony Cardinale
Director

SEP 2 1980

ACKNOWLEDGEMENTS

Data for this guide was provided by the Department of Defense Dependents Schools' teachers, counselors, nurses, and regional and district coordinators that participated on various curriculum committees throughout the overseas regions as a part of the 5-Year Curriculum Review Plan.

Any recommendations for improvement of this guide can be forwarded either to this office or the regional coordinators.

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HOW TO USE THIS GUIDE

1. Introduction

This health education curriculum guide was developed by the Department of Defense Dependents Schools' (DoDDS) teachers, nurses, counselors and other educational personnel. It is our hope that the materials included will apply to the overseas situations in which our students and educators live. Three such guides have been prepared: one for kindergarten through grade 4, one for grades 5-8, and one for grades 9-12. Each guide contains the same units, but with learning materials aimed at students in the appropriate grade levels.

2. Organizational Pattern

Each guide consists of 10 health education units; all but one have several subtopics. Each topic is presented as follows:

a. Student Objectives. The objectives stated at the beginning of each topic are to be met by the students. They are general in nature and allow teachers and students much latitude in determining how they can best be met.

b. Suggested Activities. The learning activities that follow were written and selected to involve students in individual or group activities to help them meet the objectives stated for each topic. The list of activities is by no means comprehensive, but merely a representative sampling of ideas and projects that relate to topic objectives.

c. Sample Questions. Each topic includes a set of questions that pertain to the objectives and activities. Again, this is not a comprehensive list, but an example of the kinds of questions that can be used.

3. Health Education Textbooks

The textbooks recently selected by the Health Education Curriculum Committee for all DoDDS correlate with the topics included in this Guide. DoDDS also have access to AV and other learning materials that can be used.

For example, many of the activities in Unit Two: Environmental Health were taken from the Environmental Education Guide developed by Dale Hunter. Much of the material in Unit Five: Mental Health was extracted from the Multi-Cultural Activities guides written by Ernie Butler and Joan Maas. These and other materials available to all DoDDS can be used to augment the health education curriculum.

4. This guide is intended to provide a framework for a sound health education curriculum for DoDDS' students. The ideas were developed by students and educators experienced in overseas living and should be applicable to the situations we find in our schools. The publication should be used as a guide that provides a series of student objectives to be attained, but does not constrain creative teachers and students in the means used to achieve them. We hope it will help promote the educational growth of our students.

HEALTH EDUCATION CURRICULUM GUIDE

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(Grade 5 through Grade 8)

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UNIT ONE - CONSUMER HEALTH

A. CONSUMERISM

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know that agencies and laws protect us against unfair, illegal and harmful products and services.
. . . recognize the need to regulate private business.
. . . demonstrate concern for welfare of the consumer.

SUGGESTED ACTIVITIES

1. a. Consumer Inventory. Make a list of all the things your family spends money for during a 1-week or month-long period. Be specific concerning brand names, models, types, sizes. Place an "X" beside those products you would purchase again. Write a brief explanation of why you would not repurchase each of the other products. Place an "H" beside each item that could be classified as a health product or service.

   b. Discuss the following commercials on TV:

      (1) Why are there commercials on TV?
      (2) What kinds of products are advertised?
      (3) Have students bought products advertised on TV?
      (4) Have their parents bought products advertised on TV?
      (5) Why did they buy a particular product?
      (6) What are some other places where advertising might be seen?

   c. Listen to some tape recordings of TV and radio commercials. Answer the following questions in relation to the tapes:

      (1) What does the recording want the public to conclude?

      (2) What techniques are used in persuading the consumer to purchase the product?

      (3) Why is it necessary for students your age to be able to analyze health information and claims for products and services as presented through the mass media?

2. a. Make a chart listing various health professionals, the training required for the title, the licensing agency, and the treatment domain of each. Include medical doctor, chiropractor, osteopath, physical therapist, dental hygienist, oculist, optometrist, and optician.

   b. Write a letter to one of the consumer protection agencies and request information on one of the following subjects:

(1) Quackery
(2) Selecting health services, facilities, and personnel
(3) FDA controls on food processing additive
(4) FDA controls on drug production
(5) Costs of health maintenance
(6) Health insurance
(7) Remedies for baldness, weight loss, arthritis cures, etc.

Use information you receive through the mail to assess the value of five health products or services. Report on each of the health products of services, and advise classmates about its use.

__Resources:__

Insurance Information Institute
Education Division
110 William Street
New York, New York 10017

Consumers Union of U.S., Inc.
Educational Services Division
256 Washington Street
Mount Vernon, New York 10550

American Medical Association
Department of Health Education
535 N. Dearborn Street
Chicago, Illinois 60610

American Council on Consumer Interests
238 Stanley Hall
University of Missouri
Columbia, Missouri 65201

Consumer Federation of America
1012 - 14th, N.W.
Washington, D.C. 20005

Consumers Research, Inc.
Washington, New Jersey 07882

3. Prepare a list of Federal, state, and local law enforcement agencies responsible for the safety of drugs and cosmetics, indicating the services performed.

__Resource:__

Federal Drug Administration
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20204

4. Prepare and administer a survey to find out how students spend their money on medicines and cosmetics. Using this information, construct a graph showing how much is spent on each item.

SAMPLE QUESTIONS

1. The primary purpose for using a dentifrice is:

a. ____ to whiten the teeth
b. ____ to tighten the teeth
c. ____ to clean the teeth
d. ____ to stop growth of germs

2. Where are health products not usually advertised?

a. ____ TV
b. ____ magazines
c. ____ radio
d. ____ school newspapers

3. Match the following:

Answers

____ consumer

____ health quacks

____ label

____ Food and Drug Administration

____ over the counter

____ Federal Trade Commission

a. Individuals who sell worthless products to patients

b. Drugs that can be purchased without a doctor's prescription.

c. A person who is buying a product

d. Enforces laws designed to protect purity, effectiveness and truthful labeling of food, drugs and cosmetics.

e. States the contents contained in a food, drug or cosmetic

f. An agency that does not allow false advertising.

4. Labels promising miracle cures often result in:

a. ____ the disease being cured.
b. ____ unnecessary spending of large amounts of money.
c. ____ becoming more attractive.
d. ____ better appetite.

5. Products tested by the Food and Drug Administration are believed to be reasonably safe for human use. T F

6. People who advertise health products are likely to be interested in only:

a. ____ explaining its limitations
b. ____ helping people
c. ____ selling the product
d. ____ telling about the bad points

7. Many times, advertisements claim that their products perform more efficiently than they really do. ____ Fact ____ Suggestion

8. Advertisement of toothpaste is aimed at selling the product by showing our concern for:

a. ____ white teeth
b. ____ low cost
c. ____ clean teeth
d. ____ strong teeth

9. The main reason for a drug needing a prescription is its high cost. T F

10. You can get a list of doctors qualified to practice medicine by calling your local medical society. T F

B. DELIVERY OF HEALTH CARE

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know standards of health care common in the U.S.
. . . understand principles of the delivery of health care.
. . . appreciate the role of health services in our daily life.

SUGGESTED ACTIVITIES

1. a. Interview the following medical people and patients regarding health care delivery:

   (1) Family doctor who has worked in an inner city hospital
   (2) Family doctor who has worked in a rural community
   (3) Inner-city nurse
   (4) Rural community nurse
   (5) Inner-city patient
   (6) Rural community patient

   b. Using a cassette recorder, ask the following questions to each of the six people listed below.

   (1) Where did the delivery of health care take place?
   (2) How many visits were involved?
   (3) Describe the facilities, equipment, hygiene, medical paraprofessionals, and atmosphere under which health care was delivered.
   (4) Where you generally happy or unhappy with the attention, treatment and care you were given? Why? Why not?
   (5) What were some of the health care problems you observed and why did they exist?

   c. Take field trips to visit health care agencies, nursing homes and hospitals.

   d. Have doctors, nurses and personnel from local health care agencies visit class to answer students' questions.

2. Consider the following public services: water, sewage disposal, garbage and trash disposal, gas and electrical services, street and park sanitation, police and fire protection, public transporation systems, postal and telephone service, education system, unemployment, air pollution, care for the elderly, renewal and renovation projects, traffic control, etc. Trace selected public services within the host nation community to discover how they developed from earliest times to the present and in what ways they changed during this period of time.

3. The student will make a list of the following emergency services' names and telephone numbers:

a. Your physician
b. A physician if your own doctor is not available
c. Ambulance service
d. Poison antidotes
e. Paramedics
f. Hospital emergency room

4. a. List all the people and health agencies you know in health and related fields. Add to the list by looking in the telephone book and talking with others about health services and agencies they know.

   b. Interview your hospital or dispensary commander concerning his health responsibilities and concerns for your community.

   c. Using host nation telephone books, compile a list of medical and health facilities. Inquire as to which of these services are available to United States military and which dependents, and describe the procedure for obtaining these services.

   d. After research and interviews concerning the host nation and United States medical and health facilities, have a debate or panel discussion concerning the two systems. Include in the discussion problems with both systems.

5. a. Make a chart listing various health professionals, the training required for the title, the licensing agency, and the treatment domain of each. Include medical doctor, chiropractor, osteopath, physical therapist, dental hygienist, oculist, optometrist, and optician.

   b. Discuss the dangers of treating oneself when ill. List and discuss the elements in a good personal health program, including a regular physical examination and dental care.

6. a. Collect news articles and editorials about efficient and inefficient systems for health-care delivery.

   b. Hold a debate regarding public and private health-care delivery, socialized medicine, private insurance companies, health maintenance programs, insurance plans, and Medicare.

   c. Role play a salesman trying to sell your teacher a health insurance plan. Get brochures from Blue Cross/Blue Shield or Aetna from your CPO.

   d. Ask your parents what health and hospitalization insurance plan they intend to use after military retirement.

   e. Interview a hospital administrator and ask him about his major problems in providing health care. Ask him how he is solving these health-care problems.

SAMPLE QUESTIONS

1. Only a few communities in the United States have police and fire departments. T F
2. Public health services are usually free or at low cost. T F
3. The United States has laws to keep food and medicine safe and pure. T F
4. Public health doctors and nurses give medical help to needy people. T F
5. Public veterinarians help keep house animals healthy. T F
6. Immunization (shots) is not needed any more since our children don't catch serious diseases. T F
7. We don't have to worry about the health of our animals because people can't catch animal diseases. T F
8. The way sewage is handled is the responsibility only of the person who owns a house. T F
9. There is enough pure water in the world so that it is not a health problem. T F
10. Public health clinics provide medical and dental care for needy people in the United States. T F

C. HEALTH CAREERS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know standards of proficiency of the different personnel with a health profession.
. . . recognize the need for different educational preparation for different health professions.
. . . appreciate the dedication of health professionals.

SUGGESTED ACTIVITIES

1. a. Brainstorm all the different health-related jobs you can think of.

   b. Categorize all health professions that the group thinks are similar.

   c. Write an ideal profile for the type of person you think would best fit that category of profession.

   d. Label each of the categories and defend your grouping rationale.

2. a. Find out how a physician secures a license to practice medicine in your state. Report to class.

   b. Make a list of medical specialities. List all doctors in the local area into those categories.

   c. Have a doctor visit the class and answer specific questions regarding his profession.

   d. Distinguish characteristics of different health professions.

3. Learn more about health careers through some of these activities:

   a. Field trips
   b. Movies
   c. Guest speakers
   d. Group discussions, research, and present assignment to class
   e. Interviews
   f. Work-study teachers as resource
   g. Class can identify agencies on health professions
   h. Bulletin boards
   i. Charts
   j. Community resources
   k. Student participation and reports
   l. Panel with people from agencies
   m. Career day
   n. Study requirements for qualifying for certain jobs
   o. Gather pamphlets and brochures
   p. Class discussion
   q. Check list

4. Role Play:

   a. High school or college career guidance counselor: talks with students about career plans.

   b. Student: trying to make up his/her mind about careers, educational programs, and life style.

   c. Different types of students:

      (1) Strong physically, doesn't have much money, wants to work with people but has queasy stomach, wants a family, wants to travel

      (2) Shy. hard worker. likes biology and chemistry. work own way through school

      (3) Good with hands, competitive, intelligent, good athlete, straight "A" student, personable

(4) Likes physics, math, conscientious

(5) Disorganized, poor reader

SAMPLE QUESTIONS

1. Match test items:

____ laboratory technician

____ occupational therapist

____ orthopedist

____ physical therapist

____ prosthetist

a. One who uses creative arts, recreational, educational and social activities to help physically and mentally ill patients.

b. Helps chemists and engineers in research work.

c. One who helps injured or handicapped people to use arms, legs, and other parts of body by use of exercise and massage.

d. One who makes and fits artificial limbs.

e. One who makes and fits orthopedic braces.

2. A licensed pharmacist can prepare medicines prescribed by a medical doctor. T F

3. A person who gives vaccinations must be a doctor. T F

4. Match the job with the professional who performs the job.

____ takes care of patients under the direction of a doctor

____ delivers babies

____ performs operations

____ specializes in the care of children

____ makes special menus for patients

____ makes x-rays of patients

a. Nurse

b. Dietician

c. Obstetrician

d. Pediatrician

e. Radiologist

f. Veterinarian

5. A registered nurse must be a college graduate. T F

6. An osteopath has the same qualifications as a medical doctor. T F

7. Match the following:

____ duties include cleaning and taking care of buildings and may include making small repairs

____ duties include cleaning and servicing of certain areas, such as wards, offices, or surgery

____ duties include personal services for the patient (bathing, meal preparation, some housework)

____ duties include helping to make patient more comfortable, often freeing nurses for more professional tasks.

a. Admitting clerk
b. Home attendant
c. Hospital maid
d. Hospital porter
e. Hospital orderly

8. All people in medical careers are doctors. T F

9. In picking a health career as a job, you make your choice because:

a. ____ you think you will like the work.
b. ____ your parents think you are well-qualified.
c. ____ you have a friend who seems to have a successful health career.

10. A person who has lost a leg would be fitted for an artificial limb by:

a. ____ obstetrician
b. ____ pediatrician
c. ____ prosthetist
d. ____ psychiatrist

D. NUTRITION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know principles of modern nutrition, including the basic food groups.
. . . recognize that a variety of food assures good nutrition.
. . . accept responsibilities for choosing nutritious foods.
. . . discover different kinds of food.

SUGGESTED ACTIVITIES

1. a. Ask students to keep a record of what they eat for a 2- or 3-day period. Discuss these lists.

   b. Bring in packaging labels of similar items to discuss the contents, costs, etc.

c. Collect food advertisements from newspapers and magazines. Explain the devices used to get consumers to buy the product.

2. Match the following diseases with foods, vitamins and minerals needed to prevent them:

   a. Vitamin C
   b. Milk
   c. Vitamin A
   d. Protein

   ____ kwashiorkor
   ____ teeth and bones
   ____ scurvy
   ____ beriberi
   ____ rickets

3. a. Organize pictures of different foods according to the four basic food groups: meat, milk, bread/cereal and fruits/vegetables.

   b. Play a game by tossing a ball. The teacher calls out a group and the student catching the ball must name a food in that group.

   c. Have each student write a menu. Discuss them as to balanced diet using Basic Four food guide. Have a breakfast party with student-planned menus.

4. Nutrition Club

   a. Start an exercise program at the beginning of the club.

   b. Lunch-ins: bag lunch for nutrition lessons and practice.

   c. Meetings for reinforcement of group purpose and self-concept improvement for those with weight problems.

   d. Art activities to share information learned with other students.

   e. Weigh-ins: monthly, as assessment and incentive.

   f. Pediatrician evaluation for those with significant weight deviations from norm and those students of small stature who express strong dissatisfaction with body size.

   g. Develop a chart of physical signs and feelings that may indicate good and bad health.

5. Record on a chart all food and drinks consumed for each day of the school week. Compare daily food intake with charts on the four basic food groups. Be sure to include amounts of various foods and liquids, as well as snacks.

	M	T	W	Th	F
Breakfast					
Lunch					
Dinner					
Snacks					

SAMPLE QUESTIONS

1. You can get all the nutrients you need by eating foods from each of the four food groups every day. T F

2. Physical activities require loss of energy, and energy comes from the foods we eat. T F

3. Your daily diet should provide your body with:

   a. ____ less calories than the number needed to meet the energy needs.
   b. ____ enough calories to meet the energy needs.
   c. ____ more than the calories needed to meet the energy needs.
   d. ____ a balanced amount of calories to meet the energy needs.

4. Proper nutrition improves your health and personal appearance. T F

5. An ounce of fat provides more than twice as much energy when oxidized by your cells as does an ounce of carbohydrate. T F

6. Three ounces of beef contain less calories than three ounces of fish. T F

7. To lose weight, you should consume fewer calories than your body uses per day. T F

8. When a person eats more food than one's body can use, they become:

   a. ____ sickly c. ____ thin
   b. ____ overweight d. ____ healthy

9. Match the diet deficient disease in column A with the appropriate cause in Column B.

____ anemia
____ erdenic goiter
____ scurvy
____ rickets

a. Lack of vitamin C
b. Lack of iron
c. Lack of milk products
d. Lack of vitamin D
e. Lack of iodine

10. It is best to skip breakfast if you want to lose weight. T F

UNIT TWO - ENVIRONMENTAL HEALTH

A. CULTURE AND ITS EFFECTS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know health habits of various cultural groups.
. . . explain how cultural health habits developed.
. . . participate in class activities in differing customs of health habits.

SUGGESTED ACTIVITIES

1. Examine the custom of eating no meat. What are the benefits or hinderances of such a habit? If we were to apply this custom to the United States, what would be some outcomes?

2. Select three diverse cultural groups, and depict a health care activity which each use. Draw or select pictures from media sources which represent the health-care activity. For the cleaning of teeth, for instance, (1) draw items used to clean teeth, (2) the process used, and (3) how the process and items protect/clean the teeth.

3. a. Take an aspect of everyday life that we recognize as a "ritual." This may be religious (marriage, confirmation), social (reception line, cocktail party), or others. Talk about what makes these functions rituals.

   b. Health habits are also rituals of a particular culture. Identify one health habit and the "ritual" that accompanies it (United States - brushing teeth). Select another culture and explain how that culture takes care of the health habit you have described (Asia/Africa - using twigs to clean teeth).

4. Identify health habits of other cultures.

   a. Read stories about family life in other lands.

   b. Invite parents with various cultural backgrounds to school.

   c. Exchange ideas with students from various cultures.

   d. Bulletin board.

   e. Discuss diet: foods, taste, and preparation.

   f. Discuss climate.

   g. Films.

h. Bring in objects.

i. List advantages and disadvantages of living in different cultures.

j. Talk with older persons.

SAMPLE QUESTIONS

1. International health organizations are working toward population control in India. T F

2. The recent trend of not vaccinating against polio means that this disease doesn't occur any more. T F

3. Check which of the following are not happening in modern American health care.

   a. ____ doctors' fees have stabilized across the country.
   b. ____ the health-care industries in the United States are growing.
   c. ____ there is an increasing recognition from the general public for physician assistants.
   d. ____ more specialists and fewer general practioners are involved in patient care.

4. Which of the following are modern trends in United States health care?

   a. ___ treating the patient mentally, physically, and emotionally
   b. ___ use of doctors' assistants
   c. ___ use of chemicals to control moods, pain, and behavior
   d. ___ health maintenance and preventive medicine

5. Most health practices are learned by copying adults whom you admire. T F

6. In some countries, national health programs will recommend and pay for patients who take curative baths as treatment for illnesses. T F

7. Acupuncture is an accepted and recognized part of the Chinese health-care system. T F

8. Number the following in order, placing a #1 before that which happened first, a #2 before that which happened next, etc.

   a. ____ Pasteur discovered germs
   b. ____ pasteurization
   c. ____ immunization for smallpox
   d. ____ polio-vaccine development
   e. ____ drugs used in organ transplant

9. One of the first examples of narcotic addiction in America was used by doctors giving out narcotics during the American Civil War. T F

10. National concern over old peoples' inability to pay fees for medical care was the reason for Medicare. T F

B. ECONOMICS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know economic conditions that affect health habits.
. . . interpret materials demonstrating the relationship of economic conditions to health.
. . . show awareness of the relationship between economics and health.

SUGGESTED ACTIVITIES

1. Present students with a list of economic terms (capital, employer, employee, goods, services, supply, demand, etc.). Discuss what these terms mean. Have students orally identify or match the terms and definitions. Discuss how each term affects a certain health habit. Example: Foods - discuss how the principle of supply and demand affects eating habits. An off-shoot may be the creation of demand through advertising.

2. Bring four major cereal types to class. Make sure they include a "natural," a popular sugar-coated, a bran-type, and any other popular type cereal. Compare the prices. What may account for the price differences? What are differences in the ingredients of the cereals? Would one cereal give you more nutritional value for your money?

3. Either take a field trip to or invite a manager of a community waste disposal facility. After a basic tour or explanation of its functions, have the manager discuss the basic costs of the facility. What role does economics play in setting up, maintaining, and continuing the facility?

4. Break class into groups of three students each. Give each group one dollar in play money. Using the money at hand, have them plan the healthiest meal possible. A trip to the commissary might be needed to find out what can be purchased with the money. Discuss your meal and experiences with the class. Take the monetary equivalency in local currency and do the same activity.

5. Nutrition and famine.

    a. List and define five diseases related to poor nutrition. (diabetes, kwashiorkor, rickets, scurvy, beriberi, anemia). List the treatment and recommended diet to prevent these diseases and/or restore health.

    b. Using the Reader's Guide to Periodical Literature, find the report on a major famine occurring within the last 10 years. Read the Pollock Brothers' book, Famine, 1975.

    c. Using the reader's guide, find and report on scientists' and agriculture experts' predictions for world food needs by the year 2000.

    d. List five partial solutions to the world's food needs, and describe each solution in a paragraph.

    e. Report statistics on U.S. yearly agricultural exports over the past 10 years.

    f. Draw a world map showing the countries and areas where nutrition is a major problem.

    g. Research the percent population growth for each country where nutrition is a major problem.

    h. Write one paragraph drawing conclusions concerning world famine, U.S. agriculture, science, and world safety.

SAMPLE QUESTIONS

1. Poor children are more likely to get dental care. T F

2. A natural disaster such as an earthquake is a more serious health problem in a wealthy country than in an underdeveloped one. T F

3. Poverty affects a person's health habits in which ways:

    a. Malnutrition, poor housing, heating and sanitary facilities.

    b. Little affect, if good health habits are established.

    c. All economic groups naturally have good health habits.

    d. No affect as long as the father and/or mother has a job

4. All but one of the following is a practical measure to be taken to improve health service to people:

a. Tax the people to get money for medicine.
b. Move health and medical centers to areas of greatest need.
c. Educate people to buy nutritionally adequate food.
d. Provide free immunization.

5. The poor have a higher incidence of illness. T F

6. Parents from low-income families usually have more children than parents from middle-income families. T F

7. People with lower incomes have trouble finding out about and using welfare and medical facilities available to them. T F

8. Widespread poverty in the United States is the reason that so many Americans choose to eat the generally unhealthy goods served in fast food restaurants and in prepackaged dinners. T F

9. Which of the following are economic reasons for not going to the doctor when you are sick?

a. ____ don't have enough time
b. ____ can't get off work
c. ____ rather use medicines you can buy in a drug store
d. ____ afraid to go to the doctor
e. ____ don't have enough money
f. ____ don't believe in going to the doctor
g. ____ don't like the doctor

10. The trend in the United States toward eating less meat is the result of the rising costs of meat. T F

C. HUNGER

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know common terms related to nutrition problems.
. . . interpret charts and graphs on hunger data.
. . . show sensitivity to human needs and social problems related to hunger.

SUGGESTED ACTIVITIES

1. Assemble a varied mixture of food products which constitute a starvation diet. Put the items in the classroom for the activity. The students will select a food or series of foods to prepare. These foods must be used by some culture of the world as a major staple of their diet. The caloric count for a dish or meal must not go over 1,000 calories. Sample each of the foods prepared.

2. Write World Health Organization, Geneva, requesting current data on hunger. As a whole class, summarize findings. Have students write

a few sentences to emphasize conclusions most interesting to them. Find articles in current magazines, newspapers, or almanacs which use graphs to present data. Write a few sentences to summarize or make generalizations.

3. Construct graphs depicting the following information:

    a. What sections of the world are undernourished?

    b. Is any section "overfed?"

    c. What is the main food group of the undernourished regions? the "overfed" regions?

    d. Why do undernourished regions eat less meat?

4. Make a chart to tally periods of hunger within the class. The chart will be 5 spaces wide (5 days) and as long as the number of students and teachers in the class, i.e., 5x30, 5x27, etc. Assign each student a number privately. Do not base it on alphabet rank. Have students keep a record of when they first notice in the school day that they are hungry. Check the time. Have students at some time during the day record on the chart the time they noticed they were hungry. Are there patterns for each number? What may be some reasons some people get hungry before others?

SAMPLE QUESTIONS

1. Hunger can be relieved immediately with food, while malnutrition requires prolonged treatment. T F

2. Kwashiorkor is caused by a diet deficiency in:

    a. ____ water
    b. ____ vitamins
    c. ____ calories
    d. ____ proteins

3. A serious food shortage exists in South Asia and Africa, south of the Sahara. T F

4. Malnutrition still remains one of the most important world problems. T F

5. Most people in America think of hunger as being in Africa or India, rather than in our own United States. T F

6. Social habits do not affect the selection of food. T F

7. Rich countries get more than their share. T F

8. You work better when you have a nutritionally sound diet. T F

9. A lack of protein, vitamins, and minerals in the diet of a pregnant woman is likely to increase the possibility of a premature birth. T F

10. Which situations below could have been cured with a healthy diet?

    a. ____ "lazy natives" in an underdeveloped country.
    b. ____ high birthrate of mentally defective babies.
    c. ____ children with huge stomachs who are still hungry.
    d. ____ cheap school meals for all school children.

D. POLLUTION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know specific facts about pollution and its effects on health.
. . . interpret written material concerned with the effects of pollution on health.
. . . volunteer for special tasks in the subject area.

SUGGESTED ACTIVITIES

1. The student will look at a set of pictures and discuss how pollution affects their health. Example of pictures:

    a. Trucks on the highways

    b. Smoking factories

    c. Cigarette smoke

    d. Garbage on beach

    e. Open fires

    f. Overfilled trash cans

2. Ecology Day.

    a. Schedule a complete day without classes to participate in Ecology Day.

    b. Alert parents, the military, and host nation communities to contribute and participate.

c. Set up a health foods bar.

d. Bring paper bags to be returned to the commissary and hangers to be returned to local cleaning establishments.

e. Request host nation automobile services to come to the school parking lot, and test cars for pollution levels.

f. Discuss zero population growth and birth control.

g. Group discussion on "Ecology of the Mind, " "Ecology of Noise," etc.

3. Kinds of Pollution.

   a. Noise - One child can act as the school bus driver, and the rest will be the school children talking loud, standing, screaming, fighting, etc. Then the bus driver should describe his or her feelings.

   b. Invite community helpers to describe some pollution problems and what they are doing about them.

4. Cut paper toweling to fit the bottom of three Petri dishes or three baby food jars. Place 10 radish seeds in each jar. Label the jars 1, 2, and 3.

   a. In jar 1, place 10 ml of tap water.

   b. In jar 2, place 10 ml of 1 percent soap solution.

   c. In jar 3, place 10 ml of 5 percent soap solution.

Observe your radish seeds in 4 to 5 days. Are detergents in water good? How many seeds sprouted in each jar?

SAMPLE QUESTIONS

1. The two sources of radioactive fallout are sun explosions and nuclear devices. T F

2. Radioactive fallout tends to accumulate in living tissues. T F

3. Radioactive fallout is generally believed to affect genetic structure. T F

4. All radioactive fallout can be measured. T F

5. Radioactive fallout affects plants but not water supplies. T F

6. Overpopulation is one of the main causes of pollution. T F

7. If the environment is ruined, man will be ruined with it. T F

8. Identify the agencies you would join to improve pollution problems:

   a. ____ Citizens for Clean Air
   b. ____ Isaak Walton League
   c. ____ Garden Club of America
   d. ____ National Rifle Association
   e. ____ Environmental Protection Agency
   f. ____ Chamber of Commerce

9. Which statement do you agree with most closely?

   a. ____ future generations will have no trouble developing new resources.

   b. ____ people should consider others when using resources.

   c. ____ natural resources are in such short supply that the way people use them will make no difference.

10. Learning to do more with less is a commitment scientists say we must make. Check those areas to which this statement applies.

   a. ____ conserve and preserve water supplies.
   b. ____ recycle as much water as possible.
   c. ____ control population rises.
   d. ____ develop a replacement for internal combustion engines.
   e. ____ filter smokestacks.
   f. ____ control litter.

E. POPULATION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know the relationship between population and health.
. . . apply concepts and principles of health and population to local situations.
. . . show awareness of the ways population trends can affect health.

SUGGESTED ACTIVITIES

1. Overcrowding.

   a. Discuss health and social problems of overcrowding.

   b. Cook rice and vegetables and have children taste it for lunch. Repeat the next day and let them comment on it. Stress malnutrition in overpopulated countries.

   c. Study about the population of host country and its relation to the health of its people.

   d. Make a list of diseases common to the country.

   e. What are ramifications of numbers of population and surveys on local physicians, facilities, and services?

   f. Develop a class plan to handle an emergency situation. They are isolated on a small island indefinitely and all needs including health problems must be met. Indicate how population growth or loss will affect their successful survival.

2. Discuss factors to which present population of the globe might be attributed (control of certain disease, industrialization and resulting pollution, increased living standard, size of families). Compile list with class and determine whether each is fact or inference.

   a. Through buzz sessions consider "What are some ways man's increasing population and progress are affecting the environment." After discussion, compile list of facts and inferences from responses.

   b. Conduct an election based on campaign issues related to population trends and sequences. Have opposing candidates and parties determine facts and inferences of opponent in efforts to win the campaign. Have election results analyzed on number of facts and inferences made during election.

   c. Prepare a debate: "Does overpopulation threaten the United States?" Separate the pros and cons.

- d. How does overpopulation affect you and the United States? What responsibilities do we have in regard to this? Develop your ideas and prepare your version as a radio newspaper release.

- e. Compile a collection of newspaper clippings on population growth and health services. List facts and inferences that explain relationship between population changes and health services.

3. Local Health Survey.

- a. List all known health services in school and local United States community.

- b. Make a simple survey on use of local United States health services, recent or impending changes in health services, problems of health services, questions about health services, etc. Compile results.

- c. What host nation services exist? Follow up with class comparison, contrast of host nation, and United States health services offered (cost, types of servcies, times available, satisfaction with service, role of individual in using and improving health care).

- d. Through review of growth, development, and adolescent illness, determine what health services might be necessary for early and later adolescent individuals. Identify present services available and those needed. Identify possible results of unmet services.

- e. Invite a public health professional to explain what preventive health services are and how they affect the health-community scene.

- f. Have school nurse and counselor describe role of school in preventive services.

- g. Plan and followup with school nurse a survey on flow of traffic to health room. Draw conclusions and make recommendations on use of health room. Determine what changes the class could make in use of health room to foster positive health care.

- h. Write an idea paper (perhaps newspaper article) on what life would be like in 50-100 years in relation to health problems and services.

SAMPLE QUESTIONS

1. Overcrowding and an environment which degrades human dignity helps develop good health habits. T F

2. The industrialization and modernization of the world has resulted in children becoming less important as economic assets. T F

3. Today there appears to be a relationship between health, wealth, and population. T F

4. A healthy life in a continually crowded world will depend on our relationship with our environment. T F

5. Population grows faster in "Have Not Countries" than "Have Countries." Which problems below do "Have Not" populations have?

   a. ____ Not enough body-building foods
   b. ____ Not enough doctors and hospitals
   c. ____ Not enough money from taxes
   d. ____ Not enough knowledge to raise more food
   e. ____ High infant mortality rate
   f. ____ High illiteracy rate
   g. ____ High life expectancy

6. Which plans would affect the health of an overpopulated community?

   a. ____ A plan for birth control
   b. ____ Providing every family with two cars
   c. ____ Providing adequate health care facilities
   d. ____ Rewarding large families with money

F. TECHNOLOGY

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know how technology may affect health.
. . . estimate future consequences concerning the impact of technology in the world today.
. . . participate in class discussions on the relationship between technology and health.

SUGGESTED ACTIVITIES

1. Find out when the wheel was invented. Pick a big city that existed before the invention of the wheel. Make a filmstrip, a mural, or transparencies showing how people and goods moved through the city and to other cities.

2. Using the same method as above, find out when and how certain medical tools were invented (stethescope, vaccines, heart/lung machines, etc.)

3. If you lived 80 years ago, how would you go from:

   Base/Home to School

   Base/Home to City

   Base/Home to USA

   a. How would you go to these places today?

   b. How would you go to these places 80 years from today.

   c. How have these changes affected the health of the people?

4. a. Find a grassy spot on your yard. Carefully remove a strip of grass 10 cm. wide and 20 cm. long. Set it aside.

   b. Then mine (remove) the next lower 5 cm. of material and replace it with pebbles.

   c. Replace the strip of grass and in a period of 2 weeks, record what happens.

   d. Can you think of any other ways that technology can help or harm the environment?

5. Read the history of Louis Pasteur's discovery of smallpox immunization.

   a. Prepare a short cartoon strip, slide tape presentation, television play, or radio drama depicting the events leading to this important discovery.

   b. Follow the historical presentation with a short lesson on immunology which includes a definition of the following terms:

      (1) Antigen
      (2) Antibody
      (3) Blood
      (4) Germ (bacteria, microorganism)
      (5) Immunization

c. Prepare a script, costumes, scenery, and props needed to act out the above story. Present your skit to another class insuring that vocabulary and concepts are appropriate for the grade level.

d. Administer pre- and post-tests or judge the effectiveness of using a skit to teach about immunity.

SAMPLE QUESTIONS

1. Imagine an undeveloped country with resources like the United States. Which of the following items could help national health standards as the country uses modern technologies? More than one answer may be checked.

a. ____ development of non-polluting energy sources
b. ____ city planning with adequate recreation space
c. ____ encouragement of large families
d. ____ development of recycling plants for all waste products
e. ____ development of alternate water supplies
f. ____ gearing food industry to nutrition production
g. ____ providing every person with a car

2. Which four of the following changes in technology could be made to allow for the development of a country while keeping water pollution to a minimum?

a. ____ use ground water supplies only
b. ____ do not use surface water supplies for the disposal of waste
c. ____ control for industrial waste discharge
d. ____ allow for individual supplies (such as wells) only
e. ____ develop solar desalination techniques using sea water for agricultural uses
f. ____ equip homes with self-composting toilets

3. Communities have often been greatly aided by some technological advances, but others have had mixed effects. Which of the following items do you feel have had the most harmful side effects?

a. ____ city transportation systems
b. ____ controlled city water supplies
c. ____ city garbage collection and disposal
d. ____ factory systems
e. ____ community medical-care programs
f. ____ mass communication systems

4. Arrange the technological advances listed below in the order in which you feel they have been most helpful to you.

    a. ____ running water, inside plumbing in your home
    b. ____ private transportation
    c. ____ electrical power and appliances
    d. ____ entertainments such as TV
    e. ____ mass media communications
    f. ____ immunization to disease
    g. ____ fluoridization of water and other dental care

5. Which of the following technological advances do you consider most threatening to your own personal health? Number in order most threatening to least threatening.

    a. ____ nuclear devices of various sorts
    b. ____ chemical-based agriculture
    c. ____ high-speed transportation
    d. ____ space travel
    e. ____ mass production of convenience foods
    f. ____ centralized city dwelling
    g. ____ instant communication

UNIT THREE - FAMILY DYNAMICS

A. AGING

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know trends and sequences of the aging process.
. . . understand facts and principles of aging.
. . . show concern for others as they grow older.

SUGGESTED ACTIVITIES

1. Collect pictures showing different age levels.

2. Discuss habits that could lead to inhibiting a healthy aging process such as lack of exercise, lack of sleep, improper diet, over-indulgence, etc.

3. Write letters to grandparents, and ask them how they feel about their age and share with class.

4. Invite older members of the community to class to be interviewed about their aging process.

SAMPLE QUESTIONS

1. The aging process entails the slowing down of body process. T F

2. Decreasing ability to make friends occurs naturally with the aging process. T F

3. Older people are generally believed to be:

   a. ___ happier
   b. ___ weaker
   c. ___ crankier
   d. ___ sicker

4. Understanding the facts of old age generally leads to less acceptance of the aging process. T F

5. Older brothers or sisters usually show signs of the aging process sooner than the younger children. T F

6. The caloric intake needed to maintain body weight remains constant until a person enters advanced old age. T F

7. Slow or inappropriate responses by aged people are often the result of the sense organs not being able to send reliable information to the brain. T F

8. A list of mental symptoms of the aged should include "increasing doubt of self-worth." T F

9. Going on a diet slows down the aging process. T F

10. A healthy attitude towards becoming old requires:

    a. ____ recognizing and accepting the fact that one has nothing left to live for.

    b. ____ recognizing and accepting the fact that one has new physical limitations.

    c. ____ recognizing and accepting the fact that one's mental processes are not as fast.

    d. ____ recognizing and accepting the fact that one must continue to be active.

B. DEATH AND LOSS

STUDENT OBJECTIVES -GRADES 5-8

The student will:

. . . know the major natural and accidental causes of death in the United States society.
. . . understand future family dynamics alteration if a death/loss of one family member should occur.
. . . show sensitivity to human needs of families encountering death/loss.

SUGGESTED ACTIVITIES

1. Make graphs of the natural and accidental causes of death.

    a. What are the leading causes of death?
    b. At what ages do these deaths occur more frequently?
    c. How does cause of death vary with age?

2. Discuss the natural changes that occur in everyone's life: death, moving, divorce, absenteeism, etc.

3. Identify agencies and people who are trained to assist people during death/loss situations.

4. Discuss possible responses which could be helpful in a death/loss situation.

SAMPLE QUESTIONS

1. When a member of a family goes off to war, there will be no major changes unless he/she is wounded or missing in action, if the family has enough hope. T F

2. The following generally cause feelings of loneliness and desertion:

   a. ___ death of grandparent
   b. ___ divorce
   c. ___ moving to a different country
   d. ___ loosing a track meet

3. In order to help someone accept the loss of a friend, let them talk about their feelings of loss. T F

4. All but one of the following are used in coping with dying:

   a. ___ anger
   b. ___ happiness
   c. ___ acceptance
   d. ___ depression

5. It is difficult in some cases to determine when the exact moment of death is. T F

6. Individuals often feel guilty when a family member dies. T F

7. High stress times when suicide is more likely include:

   a. ___ birthdays
   b. ___ Christmas holidays
   c. ___ exam times
   d. ___ divorce

8. The Veterans Administration will, if requested, bury the veteran. T F

9. As we learn to live, so can we learn to die. T F

10. Being able to talk about the loss of a friend or loved one probably indicates acceptance. T F

C. PARENTING

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know principles of family living.
. . . recognize different styles of family living.
. . . show interest in the complexities of proper parenting.

SUGGESTED ACTIVITIES

1. Prepare a project which compares parenting practices of other cultures.
2. Research family living in different cultures.
3. Compare own family life with that of a classmate. Compare with that of a host nation family.
4. Discuss the topic: what are the essential ingredients which make a good parent?

SAMPLE QUESTIONS

1. Which is not a part of puberty:

Boys:	Girls:
a. ___ voices start to change	a. ___ acne and facial blemishes
b. ___ sweat glands to function more	b. ___ breasts begin to develop
c. ___ body hair begins to show	c. ___ become better athletes than boys
d. ___ hearing becomes sharper	d. ___ menstruation begins

2. Puberty is an easy time for young people. T F

3. It is sometimes necessary to give in a little in order to get what we want. T F

4. It is better to argue and lose than to look for a solution. T F

5. When you really like to do something, you are not motivated. T F

6. Communication means listening as well as speaking. T F

7. In families where both parents work, children usually do not have to do so many family chores. T F

8. The more strict parents are, the worse it is for the children. T F

9. A mother and daughter argue over helping with dinner. Mother complains that daughter is always using the telephone before dinner. Daughter says it is impolite to ignore her friends. Daughter should:

   a. ___ ignore mother.
   b. ___ complain to father that her brother never helps.
   c. ___ make arrangements to telephone her friends at another time.
   d. ___ drop dishes on the floor.

10. George gets in trouble at school. He should:

    a. ____ admit it to his parents and try to explain how it happened.
    b. ____ hope the principal forgets to call George's parents.
    c. ____ deny he had anything to do with it.
    d. ____ blame Dennis.

D. WELLNESS AND ILLNESS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know useful generalizations about healthy families.
. . . demonstrate a commitment to family maintenance/improvement.
. . . discover the best ways for family maintenance and/or improvement.

SUGGESTED ACTIVITIES

1. Ask children to consider and discuss whether a blind person, who takes care of his needs, is as well as people without this disorder.

2. Outline family health practices which promote well-being.

3. Have students share with one another ways they feel they could improve the family relationships or health management.

4. Select an activity that they could carry through at home and report on at school.

SAMPLE QUESTIONS

1. An adult who cries is one who needs psychological counseling. T F

2. Preventative health maintenance would include:

    a. ____ keeping immunizations up to date
    b. ____ biannual dental exams
    c. ____ physical examinations
    d. ____ caring for a family member

3. Carrying out your chores and responsibilities, such as doing your homework and helping with dishes, are important contributions to a healthy functioning family. T F

4. Nutritional considerations may be different for each family member. T F

5. The term "sibling" refers to someone who is not married. T F

6. An extended family refers to family members who live in various areas of the world. T F

7. Caring for one's own needs indicates self-centeredness. T F

8. When a member of a family expresses a need to be alone, this probably is a good time to have another family member stay with him/her. T F

9. Choose the best way to express anger:

   a. ___ coming in late
   b. ___ refusal to do your homework
   c. ___ yelling at the person
   d. ___ removing yourself from the situation

10. Check practices that promote healthy families:

   a. ___ discussing problems
   b. ___ helping a sibling with homework
   c. ___ sharing bathroom towels
   d. ___ eating with other members of the family
   e. ___ habitually interrupting others' sleep
   f. ___ going on a picnic together
   g. ___ teasing each other
   h. ___ helping to keep the house clean
   i. ___ playing a game together

11. Telling other family members about the things that bug you would generally be complaining. T F

12. A plan to foster family health in your community would include counseling services. T F

UNIT FOUR - GROWTH, DEVELOPING AND AGING

A. BODY SYSTEMS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know classifications and categories of all the body systems.
. . . construct charts or models of the body systems.
. . . appreciate the role of a healthy body in daily living.
. . . perform basic health actions independently.

SUGGESTED ACTIVITIES

1. Construct charts or models of the body parts and systems.

2. Prepare a chart or model of one body part.

3. Hang two identical diagrams of the human body, illustrating body parts and organs, on the wall. Divide the students into two teams. The members of each team should stand in a line in front of one of the diagrams. The teacher then names a body part or organ or describes its physical appearance or function. The two students at the head of each line try to locate the body part on the diagram. Whoever points to it first gets one point for his team. These two students then go to the end of the line, and the next pair gets a chance. The team that makes 15 points first wins that game, and a new one may be started.

4. The student will design a plan to maintain sound personal fitness:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lying down in morning					
Sitting in class					
Immediately after 1 minute of running					
One minute after running					
After largest meal of the day (dinner)					

Monitor the heart rate for a week under the varying circumstances listed in the chart above. Then design a physical fitness program based on some authoritative source of information. Continue to monitor heart rate during physical fitness program, and look for trends and changes.

SAMPLE QUESTIONS

1. The circulatory system is related to the respiratory system because both are involved in supplying oxygen to all body parts. T F

2. Choose the pair of systems that provides structure and strength for the entire body.

   a. ____ circulatory and nervous
   b. ____ muscular and circulatory
   c. ____ skeletal and circulatory
   d. ____ muscular and skeletal

3. Check the item or items that would occur if the system (specifically the thyroid) stops functioning.

   a. ____ no physical changes
   b. ____ rapid weight gain
   c. ____ difficulty in breathing
   d. ____ rapid weight loss
   e. ____ increased blood pressure

4. The circulatory system supports the digestive by:

   a. ____ helping digest the food.
   b. ____ carrying food to the small intestine.
   c. ____ carrying food products to every cell.
   d. ____ carrying food waste products out of the system.

5. Girls at the age of 14 will need the same amount of food energy to maintain their body weight as an adult. T F

6. The pituitary gland of the endocrine system regulates growth so that boys, by the age of 13, should reach the height of 5 feet 5 inches. T F

7. You are in a group working on a physical fitness program. At the end of 1 month, you would expect to be able to:

   a. ____ run a mile in 10 minutes
   b. ____ do 40 sit-ups in a minute
   c. ____ run the 50-yard dash in six seconds
   d. ____ see a change in your performance

8. If a 40-year-old person and a 14-year-old teenager did the same exercise for the same period of time, their bodies would need the same amount of energy. T F

9. Put an A next to each item that occurs in the body during activity and an R next to each item that occurs during rest.

   a. ____ repair of tissue
   b. ____ increase flow of hormones
   c. ____ decrease in heart rate
   d. ____ increase need for oxygen

e. ____ loss of muscle tone
f. ____ increase in respiration
g. ____ muscle tension
h. ____ lower bood sugar
i. ____ nervous activity increased
j. ____ respiration decrease

10. When the respirations increase, there is a decrease in the amount of oxygen supply in the circulatory system. T F

B. HUMAN LIFE CYCLE

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know environmental conditions and personal habits conductive to growth.
. . . apply knowledge of inherited traits, personal environment, and personal growth pattern to plan for maximum growth.
. . . demonstrate problem-solving attitude in learning to control own behavior.
. . . discover the best of selected alternate responses in controlling own behavior and changing habits.

SUGGESTED ACTIVITIES

1. Discuss growth: physical (inherited), physical (environmental), behavior (inherited), and behavior (environmental).

2. List characteristics of self one would like to change; decide which are inherited and which are influenced by environment. Decide, also, which are changeable.

3. Get feedback from significant others regarding areas of own behavior which might be beneficially altered. List behaviors you would like to change.

4. Experiment with modifying areas of behavior pointed up as changeable in feedback from others and also with areas listed as those you would like to change.

SAMPLE QUESTIONS

1. Which of the following might a teenager relate to pleasures of middle age? Which might a teenager consider related to problems of middle age? Place a T by pleasures and a F by problems.

a. ____ ongoing income
b. ____ outstanding debts
c. ____ marriage
d. ____ career choice
e. ____ responsibility

2. A male aged 50 finds that walking 1 mile tires him out too much. Who would he contact to help him understand this problem?

   a. ____ wife
   b. ____ doctor
   c. ____ friend
   d. ____ boss

3. The so-called "generation gap" is really a communication gap between age levels. T F

4. Put the letter T for facts and the letter F for false.

   a. ____ between adolescence and adulthood is a stage of life called "youth."
   b. ____ upon retirement, persons become youthful again.
   c. ____ reaching maturity comes at an exact moment in life.
   d. ____ youths are biologically mature adults.
   e. ____ aging is a modern problem.
   f. ____ approximately 50 percent of the world population is under age 16.
   g. ____ at age 50 a person can no longer function well.

5. Many people are afraid of growing old because of the changes they make. T F

6. Magazines tend to show advertisements which: (select 2)

   a. ____ make fun of everything.
   b. ____ glamorize everything.
   c. ____ misrepresent maturity.
   d. ____ give accurate information.

7. In television commercials, the elderly are viewed as active participants in sports programs. T F

8. Boys and girls mature the same. T F

9. Select the two items that have had the most affect on increasing of life expectancy.

   a. ____ better nursing homes.
   b. ____ new medicines.
   c. ____ higher medical costs.
   d. ____ new diagnostic machines.

10 Studying about the aging process and the elderly helps to reduce conflicts between youth and adults by:

   a. ____ learning to ignore the elderly's problems.
   b. ____ seeing that elderly persons are like little children and don't understand others.
   c. ____ gaining better understanding of the process and problems.
   d. ____ learning that the elderly just never learned to relate to youth.

C. COPING AND MASTERING

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know trends and sequences of desired growth, development levels of ability, human variations, basic coping, and mastering behavior.
. . . apply concepts and principles of coping and mastering to practical situations.
. . . appreciate the role of coping and mastering behavior in everyday life.

SUGGESTED ACTIVITIES

1. Compare own growth and development and levels of abilities with those of differing ages.

2. Create a role-playing situation in which a number of students demonstrate various responses to emotional situations.

3. Differentiate between personal satisfaction in mastering a task and external recognition.

4. Describe feelings which result from your following a personal standard; compare with feelings resulting from your following a societal standard.

SAMPLE QUESTIONS

1. Making hasty decisions and not taking time to understand how others are feeling will negatively affect relationships with friends. T F

2. A young person might remove parent's objections to staying up later on week nights if she/her: (There can be more than one answer)

   a. ____ demonstrated greater self-responsibility.
   b. ____ complained about homelife.
   c. ____ went to bed earlier on weekends.
   d. ____ finished her/his homework earlier.

3. Check four items which can cause errors in problem solving from the following list:

   a. ____ interest in making a good decision
   b. ____ failure to include all data
   c. ____ faulty information
   d. ____ experience
   e. ____ individual bias
   f. ____ frustration and stress

4. A student is concerned about possibly failing in school and is quite anxious. Select which would be the correct means of dealing with this situation.

a. ___ quit school before failure occurs.
b. ___ ask a friend to do a special project for you.
c. ___ make an appointment to see the counselor.
d. ___ skip school whenever tests are given.

5. When you see a friend doing something wrong, it is easier for you to help your friend realize it's a mistake, if:

a. ___ you do the same wrong thing.
b. ___ you tell why you think it's wrong.
c. ___ you tell the school principal.
d. ___ you bring up another topic.

6. An overweight teenager has just eaten a meal and now wants a second helping of dessert. Which type of conflict is the teenager experiencing?

a. ___ biological
b. ___ environmental
c. ___ mixed biological and environmental

7. Two students have a date. Suddenly, one student is forced to stay home due to illness. Which type of conflict is being place on the student?

a. ___ biological
b. ___ environmental
c. ___ mixed biological and environmental

8. Economic dependence of adolescents on parents is common. T F

9. Adolescents are emotionally independent from their parents. T F

10. Sex roles for adolescents are clearly defined by society. T F

UNIT FIVE - MENTAL HEALTH

A. ETHNOCENTRISM

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know conventions, customs, and rituals of different races and cultures.
. . . distinguish between facts and inferences as they apply to ethnocentrism.
. . . show concern for the welfare of others.

SUGGESTED ACTIVITIES

1. Show films. Role play to show how people feel when they are misunderstood. Bring in speaker from Human Relations Office. Utilize speaker from Equal Opportunity Office.

2. What I Want to Know (A Do-it Yourself Curriculum)

    a. Introduction:

    Students can help develop minority students' programs. They can design curriculum based on their interests, solicit assistance from community resources, and be responsible for a multicultural center in the library. Upper grade students can help primary teachers by reading folktales and poetry to younger children and by presenting information in the form of plays, etc. Here is one idea for using student input as a base for a minority studies program:

    b. Directions:

    (1) Solo: Individually, students list what they want to know about minority groups in America.

    (2) Dyads: The group breaks into dyads, each person selecting another who is different in some respect (race, sex, hair-style, etc.). Exchange lists and discuss the topics on them.

    (3) Quartets: Ask each dyad to choose another dyad, again making selections based on differences. Once quartets are formed, the next step is to introduce partners.

    (4) Introducing Partners: Taking turns, students stand behind partners, place hands on partners' shoulders, and introduce them by pretending they are the other person. For

example, they start by saying, "My name is (the other person's name), and my questions about minority groups in America are: ...." After this step, partners comment on the introductions: whether they were fair, incomplete, flattering and so on. This part of the exercise is designed to get students into their partners' shoes - to better their understanding of another point of view. After discussion of the ideas of each member of the quartet, the quartets are asked to record, on a large sheet of butcher paper, all the items they wish to study. Hang sheets in the front of the room, and make a master list from them. Your minority studies program can then focus on these items.

c. Variation:

After the ideas of each quartet have been recorded, each group chooses a spokesman. Chairs in front of the room are placed in a circle (fishbowl), one for each group representative plus an extra. Group representatives take their places in the fishbowl and discuss topics on their group lists with the task of developing a composite list for the class. All other class members take places in an outer circle around the fishbowl. They make comments or ask questions, but they must enter the fishbowl, wait to be recognized, make their comments, and then leave the circle. Composite class list becomes the curriculum for the class.

3. TAKING A STAND

a. Directions:

Write a statement related to minority groups on the board, and ask students to show their feelings about the statement on a scale ranging from 1-10. If they strongly disagree with the statement, they should write the numeral 1 or 2 on a small slip of paper. If they strongly agree, they should write 9 or 10. Anyone undecided can write the number 5. In other words, each person writes a number on his paper from 1 to 10, depending on his reactions to the statement. Ask students to find someone else who has a different number. After all have found a partner, they are to discuss the reasons they feel the way they do. If some people have partners with the same number or close to the same, they can compare their reasons for choosing that number. After about 10 minutes, ask the pairs to form quartets. They may discuss their points of view or introduce their partners, using the technique described in the preceding activity. After discussion in quartets, open the session to general questions and comments.

b. Sample Statements:

People who tell jokes about different ethnic groups probably don't like members of those groups very much.

1	5	10
Strongly Disagree	Undecided	Strongly Agree

c. **Variation:**

Draw a large number line from 1 - 10 across the front chalkboard. When students hear the controversial statement, they are to literally "take a stand"; that is, stand along the line at the number which corresponds to their feelings on the topic and then briefly explain their stand. This gives them an opportunity to publicly affirm their values.

4. GUT LEVEL REACTIONS (A PICTURE IS WORTH 1,000 WORDS)

a. **Directions:**

Show 10 pictures that may or may not have something to do with the way people think about members of different racial backgrounds. To help measure feelings about the pictures, have students place a checkmark in one of the five spaces on a scale like the one below. There is no one correct answer. They should mark each according to the way they feel. Show 10 pictures, one at a time, to the entire group. Tag each with a number and place along chalk tray. Wait about one-half minute each time so students can mark the scale. Then break into quartets and discuss pictures. Compare your reactions to those of the other members of your group. Were there different reactions to the same picture? If so, why? Did you look differently at any of the pictures after you heard another point of view? After quartets have met for 15 minutes or so, open the session to general questions and comments.

b. **Sample Scale:**

( ) Very bad feeling
( ) Bad feeling
( ) Little or no feeling
( ) Good feeling
( ) Very good feeling

SAMPLE QUESTIONS

1. Kim, a new student in your class, is from Japan. You want to help her feel accepted. Which of the following ways would make her feel accepted? (There is more than one answer.)

a. ____ laugh at her accent

b. ____ share your potato chips with her during recess

c. ____ ask her to write your name in Japanese characters

d. ____ ask her about the Japanese Cherry Blossom Festival.

e. ____ ask her why the Japanese were so cruel in World War II.

f. ____ question the shape of her eyes.

2. There is no need to talk to people about their culture. T F

3. Your mother tells you to stay away from all Mexicans. They are sneaky and dishonest. You already have a nice Mexican friend at school. It might help to:

a. ____ go to your friend, and tell him you can never see him again.

b. ____ ask your mother if you can invite the classmate over to give him a fair chance.

c. ____ argue with your mother, and tell her you can be friends with whomever you want.

d. ____ ask your mother if you can go to the show with Judy but secretly meet your Mexican friend.

4. To say that American products are the best shows a cultural bias. T F

5. Match the group of people to the customs:

a. ____ Yom Kippur is the most solemn and holy day of the year

b. ____ Boy's Day is celebrated by flying giant paper carp on high poles over homes with boys in the family.

c. ____ Cinco de Mayo is a national holiday celebrating the triumph over the French Army on May 5, 1962.

d. ____ the birthday of Martin Luther King on January 15 honors the man who was a leader in his race's struggle for equal rights.

e. ____ the Kachina Dances celebrate the spirits of the earth coming to give blessing for a fruitful harvest.

g. ____ the Fourth of July is the celebration of independence from Great Britain.

1. Hopi Indians
2. Japanese
3. Chinese
4. Judaism
5. Mexican
6. Afro-American
7. American

6. Put a check next to the following statements that are not true, or are myths or stereotypes of a race or culture. If it is a statement of fact, leave it blank.

   a. ____ Mexicans are lazy.

   b. ____ the Japanese have many interesting art forms.

   c. ____ Black Americans have good rhythm.

   d. ____ African nations have a long history of art and civilization.

   e. ____ Russian people are evil.

   f. ____ American Indian tribes are alike.

   g. ____ Chinese include rice as an important part of their daily diet.

   h. ____ English people are stiff and formal.

   i. ____ India has a great number of poor people.

   j. ____ Italians have quick tempers.

   k. ____ Polish people are not very intelligent.

   l. ____ people from India eat food that is very spicy and hot.

7. The American idea of man's control over nature has:

   a. ____ destroyed many natural resources.

   b. ____ stopped air pollution.

   c. ____ helped to keep lakes and rivers clean.

   d. ____ kept cities free of pollution.

8. The names of most of the states in the United States originated from the language of the:

   a. ____ French
   b. ____ English
   c. ____ American Indian
   d. ____ Italian

9. Midwest Americans are the only people who speak the true American English. T F

10. Because the United States is the richest country in the world. its people are the hardest working people in the world. T F

B. GROUP LIFE

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know that group problems can usually be solved when all members work as a unit.

. . . recognize that group membership requires that each member develop a sense of responsibility.

. . . appreciate that a person feels more secure when there is a group to which he may belong.

SUGGESTED ACTIVITIES

1. Present situation with a group that has fallen apart (lack of attendance, etc.). Have children discuss why they should regroup and how restimulation of interest in the group can be achieved.

2. Organize a group for a specific purpose (clean-up day, etc.). After the group has completed the activity or event, discuss the following topics:

   a. How successful were the groups?

   b. Group interaction.

   c. Member responsibility.

3. Discuss this topic: How would you feel if your group of friends went to the movies and didn't invite you?

4. Let students tell of experiences of leaving their last residence (and friends) and arriving here (having to make new friends).

SAMPLE QUESTIONS

1. The committee votes for Jane as their leader. Every time someone goofs off or wanders off the subject, she politely, but firmly, pulls the group back to the task at hand. The group might:

   a. ____ feel like she's a bully.
   b. ____ hate her.
   c. ____ get a lot of work done.
   d. ____ be the last to finish.

2. The president of your club stands at the door and personally welcomes each member as they come in. The group will:

   a. ____ feel like he/she is a phony.
   b. ____ feel like leaving early.
   c. ____ arrive with a feeling of acceptance.
   d. ____ feel like he/she is trying to win a popularity contest.

3. A member of your group in a sad, quiet mood, will probably make everyone feel lively. T F

4. Mary's mother is a scout leader. She is very organized, has lots of field trips and is fair to the members of her group. The members of this group might feel:

   a. ____ like finding a different leader.
   b. ____ jealous of Mary.
   c. ____ like staying in the group.
   d. ____ like quitting.

5. Groups have the same amount of influence on each of the members. T F

6. Mary is a member of the softball team. She broke her leg a while back, and even though it's no longer in a cast, she runs much more slowly than her teammates. The most important game of the season is coming up on Saturday. The best way for the coach to handle replacing Mary on the team would be to:

   a. ____ tell her she can no longer be a member of the team because she is too slow.

   b. ____ give her a different job to do, and tell her she can play again when she is stronger.

   c. ____ tell her teammates to vote on whether or not they think she should be permitted to play.

   d. ____ try to talk Mary into joining a different group.

7. Asking someone to leave a group is the best way to get that person to think more about his/her poor behavior. T F

8. Check values that groups usually hold in common.

   a. ____ sense of humor
   b. ____ honesty among members
   c. ____ communication
   d. ____ common needs
   e. ____ size
   f. ____ friendship
   g. ____ loyalty
   h. ____ respect

9. If John cheats on a test, he may not be turned in because:

   a. ____ nobody really believes in honesty.
   b. ____ group loyalty may keep everyone from telling.
   c. ____ the love of mankind is a general peer belief.
   d. ____ everybody cheats anyway.

10. Group members are usually honest with each other. T F

C. PERSONALITY DEVELOPMENT

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know that emotions are normal.
. . . recognize that our voices and actions reflect our feelings.
. . . accept responsibility for feelings and behavior.
. . . role play feelings and behavior that have positive and negative connotations.

SUGGESTED ACTIVITIES

1. Keep an emotions chart. List the ways you feel each day and the reasons for feeling that way.

2. Make a "Happiness Bulletin Board" with pictures of people, places, things, and activities that make you happy.

3. Tell a story about a situation in which you could not accept responsibility for feelings and behavior. What was supposed to have happened that did not happen?

4. Act out various emotions

SAMPLE QUESTIONS

1. The greatest single influence on personality development in almost all communities is:

   a. ____ the job
   b. ____ the church
   c. ____ the family
   d. ____ the school

2. Which of the following emotions would most likely be felt in the following situations:

   ____ You find a baby bird who has fallen from its nest

   ____ Your best friend, while horsing around, breaks your new tennis racket.

   ____ As you are walking home alone from the late movie, a large figure approaches speaking a language you cannot understand.

   ____ You come home from school and see your favorite dessert waiting in the kitchen.

   a. anger
   b. fear
   c. frustration
   d. compassion
   e. happiness, joy (love)

____ Late at night, while building a super-special model for the hobby show the next morning, you suddenly discover you are out of glue and all the stores are closed.

3. In confidence you tell a very personal bit of information about yourself to another person. If this person were a friend, he would:

   a. ____ tell only his best friend.
   b. ____ tell no one.
   c. ____ only drop hints to others about it.
   d. ____ forget what you said.

4. You and your friend are both trying out for the same position in the starting line-up for Saturday's game. Your friend is choosen. Which action on your part would be in the best interest of your friend?

   a. ____ try to talk the coach out of his decision
   b. ____ congratulate your friend on his selection
   c. ____ complain to other members of the team
   d. ____ quit the team

5. Acquaintances usually become friends later. T F

6. Your friend shows you a new watch he has just stolen from a jewelery store. You should encourage him to:

   a. ____ turn it over to the police.
   b. ____ return it to the store.
   c. ____ sell it quickly before he gets caught.
   d. ____ throw it away.

7. One of the most difficult elements to maintain in a friendship is happiness. T F

8. Showing affection to friends is:

   a. ____ very easy for people to do
   b. ____ something that is unacceptable in our society
   c. ____ a sign of a less secure person
   d. ____ harder for some people than others

9. Match the following action situations with your reaction as if you have experienced the situation.

   ____ You are punished for a fight between your two sisters.

   ____ A person has a reputation for being able to keep secrets.

   ____ Your coach's pants ripped while showing your team a new trampoline stunt.

   ____ You know something is wrong in student government but you say nothing.

   a. hostility
   b. aggression
   c. passivity
   d. withdrawal
   e. humor
   f. affection (empathy)

____ When you try to make friends, you are always rejected or left alone.

____ You walk around a newly planted grass area.

____ You observe your best friend crying.

____ You are in competition with someone for starting center on the basketball team.

g. respect

h. trust

10. Your two best friends have hinted that you should get a new hair cut by casually mentioning that you're starting to look really "scruffy." You might feel:

a. ____ embarrassed
b. ____ angry
c. ____ happy
d. ____ lonely

D. SEXISM

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know traditional sequences of male and female roles and new trends.
. . . recognize unstated assumptions of sexism in vocational choices.
. . . show concern for welfare of others as they try to find out what roles and work they want to perform.

SUGGESTED ACTIVITIES

1. Change roles with a person of the opposite sex for a determined length (one day) and relate feelings of the experience.

2. Review the current literature on women's liberation.

3. Make a chart or graph showing how many black, white and Chicano mothers work outside the home.

4. Read and report on the "househusband" concept in Scandanavian countries. Discuss how or if this concept could be adapted to your own families.

5. Design (and make) two sets of clothing for a 6-year-old child that could be worn comfortably and acceptably by a boy or a girl.

6. Illustrate the interaction that takes place when a 3-year-old boy and a 3-year-old girl are brought into a play space with only stereotyped "boy toys" or "girl toys."

7. Write the following organizations for information on sexism:

   a. The Working Mother

      c/o Maternal Information Services
      Suite 1-E
      46 West 96th Street
      New York, New York 10025

   b. The Citizens Advisory Council on the Status of Women

      Department of Labor Building
      Room 1336
      Washington, D.C. 20210

   c. Change for Children

      2588 Mission Street
      Room 201
      San Francisco, California 94110

   d. The Emma Willard Task Force on Education

      University Station
      P. O. Box 14229
      Minneapolis, Minnesota 55414

8. Write to the National Organization of Women for information.

9. List sexist behavior for both sexes that you see daily.

SAMPLE QUESTIONS

1. Which is a sexist statement?

   a. ____ "I expect that women will be the last thing civilized by man."

   b. ____ "Many hands make light work."

   c. ____ "A stitch in time saves nine."

   d. ____ "A person is known by the company he keeps."

2. Some drivers are poor, and some are good no matter what their sex. T F

3. If the boys generally are chosen by the teacher to operate the film projectors:

   a. ____ the girls will not notice or care.

b. ____ the girls' self-concept will be affected.

c. ____ boys are better.

d. ____ the girls don't want to do it.

4. The self-esteem level of people who are constantly hearing jokes about their nationality would probably:

   a. ____ not be affected.

   b. ____ be higher because of all the attention they receive.

   c. ____ be higher because it shows they have a good sense of humor.

   d. ____ be lower because they will feel put down.

5. A girl is angry because the boys say she cannot play baseball with them. What would you tell her?

   a. ____ to forget baseball because it is strictly a boy's game?

   b. ____ to stand back and throw rocks at the boys.

   c. ___ point out the fact that girls are permitted by law to play baseball and that she should be given a chance to prove herself.

   d. ____ tell her that girls are not as strong as boys and that she should play a game that is safer.

6. Women and Indians should not be permitted to handle firearms. T F

7. Girls are less fun to talk with because they are silly. T F

8. The idea that blond women are generally less intelligent is a myth. T F

9. A woman should wait for a man to give up his seat on the bus for another woman passenger who is pregnant and loaded with packages. T F

10. The men who formed our country had personal lives that were above reproach. T F

E. STRESS AND TENSION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know conditions that lead to stress and tension.

. . . recognize the reaction of bodily systems to stressful situations.
. . . appreciate the value of stress to help the individual develop.
. . . perform demonstrated relaxation techniques to relieve stress and tension.

SUGGESTED ACTIVITIES

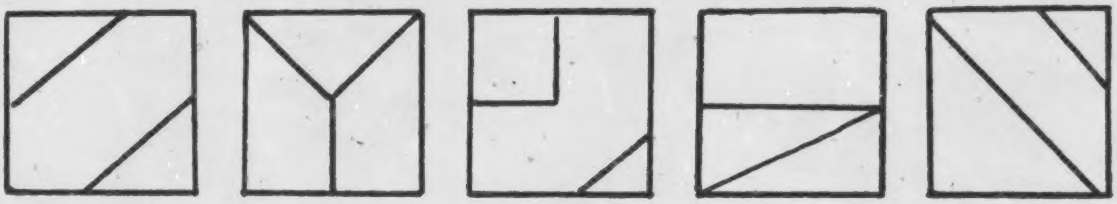
1. Relate an experience that made you angry. Discuss how that experience could have been avoided and how you could have responded differently to the situation. Compile alternative actions suggested by class.

2. Ask student to clear desk of everything but paper and pencil. Did they think it was for a quiz? How did they feel? What did their heart do? Breathing, etc.? What would make them relax?

   a. Could they think better in a relaxed, informal classroom or when they were worried about grades?

   b. Does planning decrease stress?

3. What makes you perform at your best? Reward? Fear? Anxiety? Excitement? Set up stressful situations and use fear, reward, etc., and watch the results.



4. Five Squares. Instructions to the group:

   a. In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the instructor gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others. During the task, be aware of your feelings - observe indicators of feelings in others.

   SPECIFIC LIMITATIONS are imposed upon your group during this exercise:

   (1) No member may speak.

   (2) No member may ask another member for a card or in any way signal that another person is to give him a card.

   (3) Members may, however, GIVE cards to other members, but not show how to use or take one back.

b. The groups will be monitored, and ground rules will be enforced.

c. As one group completes its task, the members may silently observe other groups at work.

5. Observers Guide - Look for specific behavior:

a. What evidence did you see of trying to help another (or not helping)?

b. How did members behave who had completed their square?

c. What behaviors did you see that made you think a person might be feeling tension, anxiety, pleasure, etc.?

d. How did others react to a member who finished his square and "sat back"?

SAMPLE QUESTIONS

1. Taking a test covering material that a person has not studied, would make a person:

a. ____ relaxed, knowing they will do their best.

b. ____ the same as usual.

c. ____ distress, knowing they are not prepared.

d. ____ yell at the teacher.

2. When a person talks before a group for the first time, it is common for the person to:

a. ____ act as if they were talking to a friend.

b. ____ speak loud enough so that they are heard by everyone.

c. ____ not be aware of the fact that everyone is watching them.

d. ____ have their hands shake and body perspire more.

3. Steve is going into a store in a foreign country to make a purchase and does not know the language. He would:

a. ____ feel at ease in trying to talk to the salesperson.

b. ____ feel quite secure with sign language.

c. ____ try to find someone who could speak his language.

d. ____ get mad if they didn't understand him.

4. When a teacher gives you classwork to do and you feel there is not enough time to complete the assignment, you would:

   a. ____ work as fast as you can.

   b. ____ not do it because there is not enough time.

   c. ____ work slow so that the teacher will see that you were right.

   d. ____ spend the time trying to explain to the teacher that you were right.

5. Shouting, yelling and hitting people are acceptable behaviors to express embarrassment or stress. T F

6. Being physically sick may cause one to lose one's temper more quickly. T F

7. Sitting quietly for a few minutes can help reduce stress. T F

8. A chat with a friend can help one be less nervous. T F

9. In sports, it never helps a player to be tense. T F

10. The trick is to use stress to help you perform better. T F

UNIT SIX - PHYSICAL FITNESS

A. RELATIONSHIP BETWEEN ACTIVITY AND HEALTH

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know that the body responds differently to exercise depending upon physical condition.
. . . evaluate data to determine the differences in performance between trained and untrained persons.
. . . demonstrate a commitment by continued physical activity.
. . . perform various activities as demonstrated.

SUGGESTED ACTIVITIES

1. Explain physical fitness. Describe physical fitness testing. Administer physical fitness test.

2. Have students discuss their physical fitness tests. Have students compare weaknesses and strengths based on test scores.

3. Let students do their favorite activity but also practice activities not so popular. Have students discuss reasons for popularity, non-popularity.

4. Stunt activities:

    a. Walk on all fours.
    b. Bear walk - on all fours using arm and leg on same side together.
    c. Leap frog.
    d. Crouch run.
    e. Knee-raised running.
    f. Hop on each foot.
    g. Back-carry student of equal size.

    Have each student learn the correct way to perform skills leading up to team games - dribbling, throwing, catching, batting, stunts and tumbling skills for their age level.

SAMPLE QUESTIONS

1. A physical fitness program should include activities that develop endurance, coordination and strength. T F

2. Match the activity with the skill or muscle group needing improvement.

WANTS TO IMPROVE	ACTIVITY
___ Hand-Eye Coordination	a. Skip rope
___ Abdominal Strength	b. Chest raisers
___ Leg muscles strength	c. Pull-ups
___ Balance	d. Sit-ups
___ Arms and shoulder strength	e. Swimming
___ Back muscles	f. Dribbling
___ Foot-eye coordination	g. Kicking a ball
	h. Push-ups
	i. Jogging

3. Select the three items that contribute to a sound health program.

a. ___ balanced diet
b. ___ plenty of sleep
c. ___ watching TV
d. ___ daily exercise

4. If a person had a spinal deficiency, one muscle group to strengthen to aid his posture would be those in the:

a. ___ legs
b. ___ stomach
c. ___ back
d. ___ arms

5. If a person wanted to improve his/her cardiovascular efficiency, the least helpful activity to engage in would be:

a. ___ swimming
b. ___ bicycling
c. ___ jogging
d. ___ weight lifting

6. Assuming your resting pulse rate was 80/minute, which activity listed below would greatly decrease your pulse rate over a period of time?

a. ___ weight lifting
b. ___ sailing
c. ___ jogging
d. ___ hand-gliding

7. A person who exercises each day has a lesser risk of getting heart-related diseases. T F

8. A person in good physical condition will recover from disease quicker than one who is not. T F

9. Circle the three changes that occur in active muscles as a result of regular exercise.

a. ___ strengthening of muscles
b. ___ length of muscle fibers
c. ___ endurance of muscles
d. ___ explosive muscle power

10. Match the test with the muscles tested.

TEST	TO STRENGTHEN
____ Sit-ups	a. Arm & shoulders
____ Step test	b. Cardiovascular endurance
____ Verticle jump test	c. Legs: power and strength
____ Chin-up test	d. Abdominals
	e. Chest
	f. Neck

UNIT SEVEN - PREVENTIVE HEALTH

A. BODY MAINTENANCE/HYGIENE

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know standards of basic body maintenance.
. . . demonstrate correct usage of methods of body maintenance.
. . . maintain good health habits.
. . . perform basic health acts independently.

SUGGESTED ACTIVITIES

1. Health Management

    a. In 10-15 minutes, ask the students to write down the center of a sheet of paper a list of 20 hygiene and health maintenance actions that they think are most important to maintain health (be specific).

    b. Next ask the students to indicate those things which he actually does that are on the list - what do you do only part of the time? Which ones do you not carry out?

    c. Ask the students to look carefully at those health maintenance activities which are poorly managed. Ask the question; Do you really think this is an important health management activity? Why?

2. Investigate the incidence of disease in several countries or ethnic groups. (This can be obtained from the United Nations, the World Health Organization, or resource books).

    a. Relate the disease to the availability of preventive or remedial programs in that country.

    b. Relate the incidence of the disease to the hygienic customs of that group.

    c. Relate the incidence of the disease to the economic development of that country or ethnic group.

    d. Relate the incidence of the disease to population, climate, medical assistance availability, food habits, etc.

    e. The students will be responsible for bulletin boards throughout the next few months that show the results of their research on the health habits of different cultures with pictures, charts and graphs visually demonstrating their information.

3. The Big Sneeze

   a. Obtain petri dishes - ask students (especially those who have a cold to cough or sneeze into the dish) grow several cultures to demonstrate the bacteria present in the upper respiratory tract. (If no petri dish is available, use a saucer with boiled broth in the bottom and cover with Saran Wrap.)

   b. Ask each student to bring a small box of Kleenex to school. With Kleenex, make a poster explaining why it is important to cover your mouth when you cough or sneeze.

   c. Ask the students to divide into small groups, and choose classes (K-3) which they will present their box of Kleenex and posters to. They will then talk to the younger students about the concept of covering their mouths when they cough or sneeze, and encourage the students to use the Kleenex they have brought.

4. This activity is designed to promote discussion. Each person in this group is given a grid like the one below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Each person received a list of 14 items to be ranked. Give the following instructions: rank the items in order from 1-12, putting the four items you feel most strongly about in the bottom row. Rank the others in the middle of the grid according to your feelings about them. There are 16 spaces, but only 12 are given. This is done so that you can add four items of your own.

   a. After each person is finished, you may do group ranking and discuss rationale for individual choices.

      (1) Little children who are dirty.
      (2) Adults who never comb their hair.
      (3) Poor people with bad teeth.
      (4) People with colds that don't cover their mouth and nose when they sneeze.
      (5) Bad breath.
      (6) Old people who are sick from malnourishment.
      (7) Dirty fingernails.
      (8) Mothers who don't change the baby's diapers often enough.
      (9) Body odor.
      (10) An unflushed toilet in a public place.
      (11) Slums.
      (12) Dirty dishes in a restaurant.

5. Ask the students to compile a questionnaire related to health habits. The items should be written in such a way that the students will be able to determine the frequency and quality of care with which hygienic activities are engaged in by the respondent (the students may want to state a simple hypothesis which they wish to test) and discuss questions relating to this. The students should select a culture, other than their own, to secure responses to their questionnaire. The students will compile the data they have obtained from their questionnaire; this might be an opportunity to teach something on statistics and how they can be interpreted.

SAMPLE QUESTIONS

1. Frequent bathing is necessary to:

a. ___ smell good and attract others
b. ___ remove dead cells from the skin
c. ___ keep your skin from drying out
d. ___ avoid catching a cold

2. Dandruff:

a. ___ is contagious
b. ___ indicates dirty hair
c. ___ can infect pierced ears
d. ___ indicates a dry scalp

3. Check each factor which can cause unpleasant breath odor:

a. ___ unclean or decayed teeth
b. ___ eating onions or garlic
c. ___ using a poor toothpaste
d. ___ smoking

4. Physical fitness is important for which of the following reasons:

a. ___ it will cause you to lose weight
b. ___ it improves your appearance
c. ___ it helps you to perform daily tasks without becoming tired
d. ___ it increases your resistance to disease

5. Find the word in the right column which matches the definition in the left column.

___ An infection in a skin pore or hair follicle
___ An unusual sensitivity to certain substances
___ Inflammation of the lining of the cavities in the nasal bones
___ The thickening of an area of skin
___ A horny outgrowth of the skin
___ Spots of dense skin pigment
___ A swelling of the skin containing fluid
___ A normal scaling of the scalp

a. allergy
b. cold sore (fever blister)
c. sinusitis
d. blister
e. wart
f. dandruff
g. callus
h. pimple
i. asthma
j. freckles

6. You are concerned about how much you should weigh. The weight recommendations for your age will depend on:

   a. ____ how much your parents weigh.
   b. ____ your body type and build.
   c. ____ how well you like to eat.
   d. ____ how much the others in your class weigh.

7. The best way to lose weight is:

   a. ____ eat less
   b. ____ sweat if off
   c. ____ drink less water
   d. ____ skip lunch

8. Body odors that accompany perspiration are due to:

   a. ____ failure of your deodorant.
   b. ____ failure to use an anti-perspirant.
   c. ____ release of waste products through skin.
   d. ____ bacteria by-products existing in the skin.

9. You are overweight. In order to lose weight and keep it lost you must:

   a. ____ crash diet
   b. ____ change your eating habits
   c. ____ drink diet sodas only
   d. ____ take diet pills

10. Physical fitness is one important component of total health.

   a. ____ strongly agree
   b. ____ agree
   c. ____ undecided
   d. ____ disagree
   e. ____ strongly disagree

B. DISEASE - COMMUNICABLE/NON-COMMUNICABLE

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know vocabulary related to common communicable/non-communicable diseases: definitions, causes, treatment.

. . . construct charts and graphs to demonstrate important characteristics of communicable/non-communicable diseases.

. . . appreciate the role of science in everyday life in relation to disease.

SUGGESTED ACTIVITIES

1. Construct a communicable disease book. Ask students to help you list communicable diseases. They should include mumps, influenza, colds, chicken pox, pediculosis, rubella, strep throat, rubeola, and diptheria. Give each child ten 5x7 index cards. Have each choose 10 diseases. Have them research the 10, finding the cause, prevention and treatment of each. This information may then be compiled into a book alphabetically.

2. Divide the group into two sections. Ask the students to construct crossword puzzles, using common communicable diseases. Construct the puzzles and use the treatment and prevention of these diseases as the key. When the puzzles are finished, the teacher will mimeograph the puzzles and give them to the opposite groups to solve.

3. Four Categories of Disease

    a. Make a list of the diseases that come under the four categories.

    b. Using black lights and powder, demonstrate how infection spreads.

    c. List places where infectious diseases are easily spread and what methods can be used to stop the spread.

    d. Have students discuss the various diseases they have had.

    e. Invite a speaker from the Communicable Disease Clinic to discuss the long-term side effects of the four categories of disease on the body.

4. Health Notebook

    a. The student will start a health notebook on communicable diseases with a vocabulary list of new words as they are introduced by the teacher. The student will refer to the dictionary and textbook as often as necessary.

    b. The student will check his own immunization record and make a like chart for his notebook.

    c. The student will prepare a graph chart indicating cause, prevention, and treatment of at least seven communicable diseases.

5. Especially useful in a math class for teaching line and bar graphs. List 10 common communicable diseases. These can be obtained by calling the base hospital, Department of Infectious Disease Control. Ask for copies of the last six monthly reports. Students are to research one aspect of several communicable diseases and make a simple bar or line graph comparing them. Topics could include:

   a. Incidence of diseases in this country.
   b. Kinds of diseases.
   c. Incidence of disease by age.
   d. Morbidity rate of disease.
   e. Deaths because of disease.

The student will investigate literature concerned with the world problems and make a report on the World Health Organization.

6. The student will grow bacteria in petri dishes, some under the ideal conditions of light, heat, and moisture, or the student will demonstrate the growth of mold with a piece of bread.

   a. The student will record observations about the growth, and the time it takes to grow the bacteria or mold, on given cultures. If a microscope is available, the student will observe the organisms.

   b. Have students demonstrate the technique of washing hands.

7. Television Program

   a. "Reel of film" about the one disease and show what science has done to control it. "Screen" size could be just a bit narrower than the "film" width.

   b. Open top of carton to thread "film". Fasten the paper strip "film" to upper and lower pencil so the "film" can be wound both ways.

   c. Use a half-gallon milk carton for the TV and adding machine tape for film. Open carton top to thread "film". Fasten the paper strip "film" to upper and lower pencil so the "film" can be wound both ways.

   P.S. Shoe boxes can also be used to contain the film and are sturdy.

SAMPLE QUESTIONS

1. An outbreak of measles was reported to the nearest hospital (public health clinic). As a result, a study was done to gather certain information. Public health officials needed to know the:

   a. ____ population involved.
   b. ____ sanitary conditions of the community.
   c. ____ symptoms of the affected.
   d. ____ air pollution levels of community.

2. The place where the spread of measles is most likely to occur is the:

   a. ____ hospital.
   b. ____ school.
   c. ____ local factory.
   d. ____ local swimming pool.

3. What would the nurse want to know about those people involved?

a. ___ if they all had PE today
b. ___ whether they all ride a bus to school
c. ___ did they all eat at the same place
d. ___ are their immunizations up-to-date

4. A close description of the complaints and symptoms is important in order to:

a. ___ transmit the disease.
b. ___ identify the disease.
c. ___ prevent the disease.
d. ___ lessen the disease.

5. Which is used as a screening method for identifying people who may have been in contact with TB?

a. ___ sputum test
b. ___ blood test
c. ___ tine test
d. ___ allergy test

6. The reason statistics are important in the study of communicable disease (such as the flu) is to prepare for:

a. ___ increases in the disease.
b. ___ decreases in the disease.
c. ___ an outbreak of poisoning.
d. ___ air pollution.

7. You know you have a disease that is transmitted by nasal secretions. To prevent passing on the disease you should:

a. ___ cover your mouth while coughing.
b. ___ shampoo your hair twice a week.
c. ___ wash your hands with phisohex.
d. ___ brush your teeth more often.

8. Cooperation in the treatment of a communicable disease is important. The infected person may need to give specimens and cooperate by taking medication. A person with an acute respiratory illness might be asked to:

a. ___ give weekly stool specimens.
b. ___ isolate himself from others for awhile.
c. ___ donate blood.
d. ___ have daily TB tine tests.

9. The best way to treat a common cold is to:

a. ___ drink liquids and rest.
b. ___ take pencillin.
c. ___ do nothing.
d. ___ get lots of exercise.

10. To prevent venereal disease you should:

    a. ____ get an immunization.
    b. ____ take pencillin for a month.
    c. ____ avoid sexual contact with people who have it.
    d. ____ stay away from people with rashes.

C. DISEASE PREVENTION AND CONTROL

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know current and historical trends and sequences of disease, including prevention and control.
. . . evaluate the relevancy of data in the area of disease prevention and control.
. . . appreciate the importance of science in everyday life in relation to disease prevention and control.

SUGGESTED ACTIVITIES

1. Ask the students to write:

    a. National Tuberculosis and Respiratory Disease
    b. American Cancer Society
    c. American Heart Association

    Ask what kinds of things are being done by communities, state legislature, and our National Government for the control of cigarette smoking in public places or to keep pollutants out of the air, etc.

    Ask the students to make posters about the theme they have selected, and go into the community and put up posters.

2. Bulletin Board

    a. Have students do research in encyclopedias and other reference books about the plagues and epidemics that have occurred, and compare the death rate from the disease then and now. Students should be encouraged to think of unique ways to graphically demonstrate this information.

    b. Write a life insurance company, and ask for statistics related to life expectancy in the United States. Compare the life expectancy in the United States in 1850, 1900, 1930, and 1940 with the life expectancy today. Ask the students to look for reasons why the life expectancy has extended. Students should be encouraged to show unique ways to graphically demonstrate this information.

c. Using the standard reference books in the library, compare the infant mortality rate of different countries. This information can also be obtained from United Nations sources (address?). Students should be encouraged to show unique ways to graphically demonstrate this information.

d. All the material from the above projects could be compiled to produce a bulletinboard, showing these projects the students have produced.

3. Hallway Art Project

a. Begin by asking the students to identify the most important accomplishments or important historical events; select from this 30 of the most significant events.

b. Ask each student to design one picture depicting this event.

c. Secure two rolls of paper 15-feet long. Ask the students to list in historical order and transfer their depiction of the event on the roll, also putting the date and important individuals involved. This will help to give the students a historical perspective on the development of medical science. These strips can be placed in the hall to inform and stir interest in the other students.

4. VD Project

a. Discuss with a gynecologist, obstetrician, or general practitioner the extent of the venereal disease problem locally and nationally as he sees it. Report interview findings to the class.

b. Using encyclopedia, year books and other up-to-date resources, gather information on the venereal disease problem, including statistics.

c. Make a chart or graph showing who, where, when, and how VD is spreading in the United States.

d. Make a poster(s) outlining professional confidentiality and priviledged communications laws and regulations as they pertain to adolescents in the school-age groups.

e. Clarify host nation and military regulations concerning dependents in this matter.

SAMPLE QUESTIONS

1. If you want to know if information about a disease is reliable:

a. ___ you should consider the source of the information.
b. ___ you should ask a friend if it is true.
c. ___ you should believe the simpliest answer.
d. ___ you should not believe anything you read.

2. If you think you have VD, the first thing to do is:

    a. ___ put hot packs on the sore
    b. ___ put an antiseptic cream on the sore
    c. ___ rest as much as possible
    d. ___ report your symptoms to a doctor

3. If you have a communicable disease you should:

    a. ___ follow the doctor's orders
    b. ___ stop medicine as soon as you feel better
    c. ___ buy medicine at the local drug store
    d. ___ take the medicine your brother took

4. The government has done several things to reduce the number of smokers. Which one of these things have they done?

    a. ___ required a special license for smokers
    b. ___ put a warning label on cigarettes
    c. ___ banned magazine advertising of cigarettes
    d. ___ encouraged smoking at an early age

5. Several families on our street have had vomiting and diarrhea for 48 hours. What factor might be the cause of this neighborhood outbreak?

    a. ___ flower gardens
    b. ___ the water supply
    c. ___ the detergents used
    d. ___ the weather conditions

6. Dental health week is being advertised on your local radio station. You are being reminded to have a dental checkup. This should be done:

    a. ___ once a year
    b. ___ twice a year
    c. ___ only when your teeth hurt
    d. ___ only with a physical checkup

7. An acute illness is:

    a. ___ one that you inherit
    b. ___ one that takes two weeks to get
    c. ___ an accident
    d. ___ sometimes severe, short-lived

8. The incubation period is that time:

    a. ___ you can catch the disease
    b. ___ you have symptoms of the disease
    c. ___ between exposure to infection and development of symptoms
    d. ___ during which the infection may be transferred

9. Signs and symptoms of a urinary tract infection (bladder infection):

   a. ___ desire to urinate frequently, burning at urination, low back pain
   b. ___ increased thirst, desire for sugar, sleepiness
   c. ___ desire for salt and spicy foods
   d. ___ stomach ache, nausea, diarrhea

10. Anemia (deficiency of hemoglobin in the blood) is caused by:

   a. ___ infection
   b. ___ poor diet
   c. ___ too much exercise
   d. ___ not enough sleep

UNIT EIGHT - SAFETY

A. FIRST AID

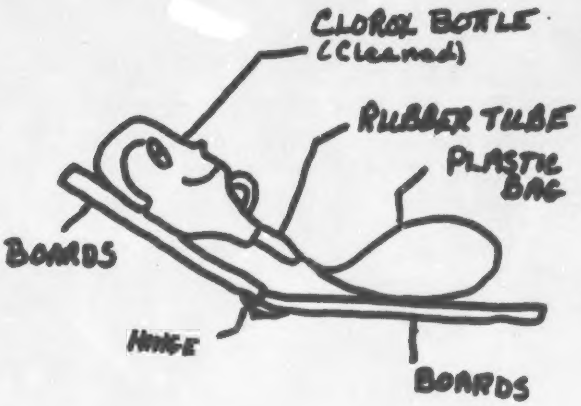
STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know procedures for treating simple emergencies requiring first aid.
. . . apply the proper treatment to minor emergencies.
. . . participate in first aid learning activities.
. . . perform correct first aid skills.

SUGGESTED ACTIVITIES

1. Mouth-to-mouth resuscitation



Build a resusci-Annie Doll.

The student practices mouth-to-mouth resuscitation correctly.

2. Have several students analyze school accident reports to consider:

   a. If first aid was given.
   b. If appropriate first aid was administered.
   c. What first aid materials probably were needed.
   d. What materials at hand could have been used for first aid.
   e. If possible, the training of more people in first aid is needed.
   f. What measures should or could be taken to reduce or prevent accidents around school.

Set up role-playing situations. Simulate an accident scene and have students determine injuries present, select appropriate first aid materials, demonstrate correct first-aid procedures to follow.

3. Write a skit which involves injuries necessitating first-aid treatment of two to four persons. The script should include the students who administer first aid, explaining the symptoms, procedures, and the reasons for particular types of treatment. The audience can ask questions and critique the treatment after the skit is presented.

   Find a story written about a situation where first aid was necessary. Tell what was probably done.

4. Draw pictures of places where accidents occur. Invite a Red Cross or local paramedic to give a first-aid demonstration, and instruct the children on the use of simple first aid measures: bandage, stop bleeding, and how to call for help.

   Make a chart showing the various types of accidents, and discuss what should be done in each situation.

SAMPLE QUESTIONS

1. Someone who has stopped breathing has limited time to restore his/her respiratory system. Select which is the correct critical amount of time before death occurs.

   a. ___ 12-15 minutes
   b. ___ 1-2 minutes
   c. ___ 4-6 minutes
   d. ___ 8-10 minutes

2. Protection against germs, regulation of body temperature, regulation of water balance, and receiving sensations are all functions of what body structure or system?

   a. ___ blood
   b. ___ skin
   c. ___ teeth
   d. ___ heart

3. Next to each function, write the number of the part of the digestive system which matches the function. There is only one correct number for each blank.

FUNCTION

a. ___ place where digestion of starchy food starts
b. ___ passageway through which food travels from mouth to stomach
c. ___ organ that produces bile
d. ___ part from which digested food is absorbed
e. ___ part from which water is absorbed
f. ___ continues breakdown of starch, starts to digest protein, breakdown of fat; secretes gastric juices

PART OF DIGESTIVE SYSTEM

1. pancreas
2. liver
3. large intestine
4. salivary gland
5. mouth
6. small intestine
7. esophagus
8. stomach

4. You've just received a severe burn from boiling water. Which of the following should be done first?

a. ___ apply butter generously
b. ___ wrap in gauze to form pad
c. ___ place burned area in ice water
d. ___ shake to let air at the burn

5. In order to decide whether to keep giving oral resuscitation to a victim, one should do the following:

a. ___ if his color is better, stop and wait for him to breathe.
b. ___ listen carefully to chest and see chest moving after blowing air in.
c. ___ if you are tired, stop for at least 5 minutes.
d. ___ just stop and see if he breathes on his own.

6. A good way to see if a nose bleed is over is for the individual to blow the nose several times to see if any further bleeding occurs.

a. ___ true
b. ___ false
c. ___ don't know

7. The most effective way to stop all kinds of external bleeding is:

a. ___ washing area with soap and water
b. ___ direct pressure over wound
c. ___ applying a Band-Aid loosely
d. ___ leaving it alone and let it clot

8. It is important to learn the location of the pressure points when studying which skill area in first aid?

   a. ____ what to do for poisoning
   b. ____ what to do for burns
   c. ____ what to do for bleeding
   d. ____ what to do for frostbite

9. How to make a splint would be a necessary skill to learn in order to give proper care to a person with a fracture.

   a. ____ true
   b. ____ false
   c. ____ don't know

10. Check which of the following first-aid skills you would need in order to deal with a poisoned victim. More than one may be checked.

   a. ____ how to control bleeding
   b. ____ know universal antidote
   c. ____ know proper hand-washing technique
   d. ____ mouth-to-mouth breathing
   e. ____ how to locate pressure points
   f. ____ how to treat shock
   g. ____ know principles of infection control
   h. ____ how to induce vomiting

B. ENVIRONMENT

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know the categories of accidents most likely to happen to elementary school students.
. . . evaluate the reasons certain accidents occur with greater frequency to elementary school students.
. . . show concern for the safety of others.
. . . perform correct safety procedures.

SUGGESTED ACTIVITIES

1 Have students identify a potentially dangerous activity that they have done; examples: obstacle course, use of seat belts in car, handling of dangerous chemicals, mountain climbing, jogging in city or base area, classroom cooking, use of gardening tools, use of knives, and handling matches. Role play and have class determine proper sequence.

Plan activities where students can try a few simple, dangerous activities; example: matches, to identify feelings and thoughts about safety. Discuss.

Develop an area in school where more complex and dangerous activities can be demonstrated and tried under adequate supervision -- can be used as reward for finishing work, can be manned by parent volunteers.

2. Role play situations that point out safe ways to play on apparatus found on the playground.

   Discuss the meaning of traffic signals, using traffic signal replicas made of cardboard. Draw floor map of intersection near the school to demonstrate proper crossing, observing traffic signals. Use safety Teaching Pictures to promote discussion.

   Using the health education Teaching Pictures, discuss common household dangers: inflammables, poisons, electrical hazards, plastic bags, old trunks, slippery floors, etc.

3. Draw pictures of safe and dangerous scenes in the home. Write a paragraph about them.

   Use plays, and pantomimes to illustrate safety rules related to home. Include the care and handling of pets.

   Begin a campaign to promote indoor and outdoor safety by using stickers to label safe and unsafe areas, objects, and activities. Design a class label for this purpose.

4. Have students compile accident findings for class members and/or school for one day, a week, or more. Make new list in rank order of previous occurrence and repeat. Compare.

   Have students discuss with school nurse to determine if national statistics support class findings.

   Investigate class accidents, and compile a master list of reasons or excuses for accidents; make slogan with these.

   Have class predict where next accident will occur (in class or playground). Mark area with obvious indicator, and have students make observations.

SAMPLE QUESTIONS

1. A person who can tolerate a large amount of frustration would be more likely to have an accident than a person who can tolerate little frustration.

   a. ___ true
   b. ___ false
   c. ___ don't know

2. Emotional stress may result in worry which causes many people:

a. ___ no concern of any kind.
b. ___ to be calm and in control.
c. ___ to be preoccupied with problems.
d. ___ to be friendly and well-mannered.

3. How could failure to win a game cause an accident?

a. ___ the individual may not pay attention on the way home from the game
b. ___ the individual may go home and stay in the house
c. ___ the individual may cry and feel depressed
d. ___ the individual may say, "I didn't want to win anyway."

4. Number, in ranking order, the most common accidents among students in the community. Place number 1 before the accident occurring most often, number 2 before the next most frequent, etc.

a. ___ falls
b. ___ burns
c. ___ dislocations
d. ___ sprains
e. ___ cuts
f. ___ animal bites
g. ___ fractured bones
h. ___ punctures
i. ___ poison

5. Traffic accidents occur most often between:

a. ___ automobiles and bicycles
b. ___ automobiles and pedestrians
c. ___ automobiles and trees
d. ___ automobiles and automobile

6. Decide which of the following accidents are dangerous accidents and which are nuisance accidents. Place the letter (D) in front of dangerous accidents and the letter (N) in front of nuisance accidents.

a. ___ drownings
b. ___ sprains
c. ___ animal bites
d. ___ traffic
e. ___ bruises
f. ___ abrasions
g. ___ poisonings

7. Check the accidents which may occur in the home. There is more than one correct answer.

   a. ___ punctured tire
   b. ___ burned hand
   c. ___ rope burn
   d. ___ electrical shock
   e. ___ smoke inhalation
   f. ___ hitting a tree
   g. ___ falling from a stepladder

8. Select the one reason that best states the need for safety rules.

   a. ___ safety rules are an unlimited standard of conduct.
   b. ___ safety rules are limits to acceptable behavior.
   c. ___ safety rules are deterrents to acceptable behavior.
   d. ___ safety rules are criticisms of acceptable behavior.

9. Before playing a game, you should:

   a. ___ change into tight fitting clothes that do not allow movement.
   b. ___ put on slick soled shoes.
   c. ___ change into loose fitting clothes that allow movement.
   d. ___ put on your best watch and rings.

10. Put a check before the persons who would most likely lead groups in promoting safety.

   a. ___ coach
   b. ___ nurse
   c. ___ forest ranger
   d. ___ traffic patrolman
   e. ___ jeweler
   f. ___ shoemaker
   g. ___ teacher

C. EMOTIONS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know how emotions can affect actions that may cause accidents.
. . . recognize how emotions affect accident situations.
. . . demonstrate a commitment to improving one's emotional control.
. . . initiate ways of dispelling possibly harmful emotions in self or others (deep breathing, count to 10, smile, etc.).

SUGGESTED ACTIVITIES

1. Make lists of various emotions. Use counselors, psychologists, etc., to develop ways in which emotions can be controlled.

   Use skits to demonstrate how aggressive feeling can be reconciled.

   Complile lists of "helping" people.

   Relate the close relation between emotion and the physical body reactions.

   List coping devices, indicating their function in personal behavior pattern.

2. Discuss various ways of identifying personal problems, their resulting emotions, and methods of solving them.

   Discuss sociological aspects of various cultures' approach to control of emotions (including cultures of ethnic minorities prevalent in system).

   List situations that are anxiety producing. Discuss ways to relieve anxiety (your own and others).

   Define and identify basic emotions. Choose an animal and color that reflects the way you feel today. (Exercise in expressing and listening to feeling.)

   Match emotional feelings with pictures of facial expression, body language, or conversation.

   Discuss control of emotions in relation to component parts of emotions nature.

   a. Stimulus to input
   b. Central processing to evluation
   c. Response to output

   Identify ways of harnessing emotion at each of these stages.

3. Challenge the student to recall personal emotional response (Example: remember the last time you felt good, anger, depressed, anxious, hate, hostility, envy, greed, resentment, and revenge.)

   Have students in a panel discuss alternatives for channeling aggressive feelings in common adolescent - "Establishment" situations (could be developed for parent-teacher-student organization meeting).

   Using a simple psychology article or dictionary, make a personal and class dictionary for the following terms:

a. mental balance
b. rationalization
c. sublimation
d. repression
e. day dreaming
f. projection
g. identification
h. substitution
i. withdrawal
j. regression
k. aggressive behavior

4. Define terms by describing personal behavior that exhibits mental mechanism.

Discuss mental mechanisms and how they relate to your life as protective measures, determine when they might be "out of balance". Respond to "Lack of balance correlates with mental illness."

Use available resource people to explain causes of problems and frustrations (psychologist, sociologist, social work) and potential solutions.

5. Invite a member of the clergy or of a social agency to explain availability of help for students who cannot help themselves.

Make posters and slogans that illustrate common home and school day situations which show the successful defusing of emotion through activity.

Brainstorm with class, and develop a list of potential activities for emotional control.

Expand Health Career opportunities list after discussion with various related career area workers (mental health workers, occupational/recreational therapists or workers, etc.).

6. Make a list of possible personal behavior would promote emotional control (example: discussing differences with parents).

Make a list of possible health practices that would promote emotional control (any basic practices, especially diet, rest, fluids, relaxation, exercise, deep breathing in anxious moments, etc.)

Rate the list of practices according to present level of accomplishment

+ more than half the time
- less than half the time

SAMPLE QUESTIONS

1. A good discussion often confuses issues and leaves one with bad feelings.

   a. ____ true
   b. ____ false
   c. ____ don't know

2. One the way to school, you observe an accident. You block this out of your mind because it was unpleasant. Which of the following terms is the defense?

   a. ____ repenting
   b. ____ repression
   c. ____ displacement
   d. ____ venting

3. Identify from the list below two acceptable ways of channeling aggressive feelings.

   a. ____ talking things over with parents or other trusted adults
   b. ____ borrowing a friend's skateboard for a week
   c. ____ tearing up dad's newspaper to start the barbecue
   d. ____ playing your guitar loud enough to wake the baby
   e. ____ playing sand-lot baseball for several hours

4. An understanding person is one who has the ability to appreciate how another person feels.

   a. ____ true
   b. ____ false
   c. ____ don't know

5. To set up a sample plan for emotional control for yourself, you must:

   a. ____ speak to your best friend.
   b. ____ run away from home.
   c. ____ admit your feelings.
   d. ____ sleep on the problem.

6. Money was taken from your locker during PE class. You threatened to beat up whoever did it. You did the right thing.

   a. ____ true
   b. ____ false
   c. ____ don't know

7. A student got angry after a heated political discussion with a good friend. At this point, he decided it was best to go jogging. This was a good way for him to successfully get rid of his anger before ruining a friendship.

a. ____ true
b. ____ false
c. ____ don't know

8. Emotional control is as important to emotional health as exercise is to physical health.

a. ____ true
b. ____ false
c. ____ don't know

9. You and your parents disagree on the kind of clothing you should wear to school. Select one of the following answers which show use of emotional control.

a. ____ ignore them and wear what you want.
b. ____ go to your room and pout about it.
c. ____ discuss the problem with your parents calmly.

10. If you notice a friend is quite upset about a problem, which would be best for you to do?

a. ____ tell them to stop acting childish.
b. ____ ignore them since you can't do anything.
c. ____ offer them support, even just listening.
d. ____ solve the problem for them.

UNIT NINE - HUMAN SEXUALITY

A. GENETICS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know useful principles of genetics.
. . . understand facts and principles of heredity.
. . . show awareness of the importance of learning genetic principles.

SUGGESTED ACTIVITIES

1. Have male and female guinea pigs, hamsters, etc. in the classroom If possible, breed a black guinea pig with a white one (any color differences which are apparent or use straight and curly haired guinea pigs) and observe hereditary characteristics in the offspring. Make a chart showing the mother's and father's characteristics along with offspring. Discuss the basic principles of genetics such as eye and hair color, whether hair is curly or straight, potential height and body build, coloring of skin, blood types, etc. Relate these principles to human genetics.

2. After an initial discussion of genetic principles, have each student make a list of his inherited characteristics such as eye and hair color, whether hair is curly or straight, potential height, body build, coloring of skin, blood type, etc. Have the students trace their characteristics as far back as they can, and make a chart showing this tracing. Give the students an opportunity to discuss their chart with a class or small group. The teacher will take this opportunity to help students understand the differences between inherited characteristics and acquired characteristics, along with discussing environmental factors which affect growth and development.

3. Prepare models to depict the cell, DNA, and chromosomes to discuss a cell.

   a. Use a tennis ball for the cell and explain:

      (1) Body is made up of cells (26 trillion).
      (2) There are many different kinds.
      (3) Each cell has an engineer (Mr. DNA).
      (4) Open the tennis ball to show DNA.

   b. Use a golf ball for DNA and explain:

      (1) DNA tells the cell how fast to grow, color of eyes, size of foot, etc.
      (2) DNA gets his wisdom from 46 books of chromosomes.
      (3) Open golf ball to show chromosomes.

   c. Use colored strips of construction paper to show the chromosomes.

4. Prepare models to illustrate where the first cell gets its DNA and chromosomes.

   a. Place two clear soup bowls together with 22 strips of colored paper and an X inside to represent the female egg cell.

   b. Construct two sperm cells out of paper so it can hold 22 strips of colored paper which can be removed from the cell. Place an X in one and a Y in the other.

   c. Using the egg cell, explain that DNA gets some of its knowledge from the 23 books called "chromosomes" which come from the mother. Using the sperm cell, explain that DNA also gets knowledge from the 23 books, or chromosomes, from the father. The knowledge includes quantities from all of the ancestors.

   d. Using the Y sperm cell, explain how this cell might join with the egg cell inside the mother, resulting in fertilization. Place the sperm cell inside the bowls to show the new cell containing 46 chromosomes.

5. To explain sex determination, use the two X and one Y chromosomes.

   a. Explain that the X chromosome in the egg cell determines a girl.

   b. Open the sperm cell and find the X chromosome. Explain that, if this sperm cell joins with the egg's cell, the result will be a girl.

   c. Look at the other sperm cell and find the Y chromosomes and explain that, if this cell joins the egg cell, the result will be a boy.

6. Construct a paper booklet to show the relationship between many genes to the chromosomes.

   a. Title the booklet "Chromosome Book." Using drawings or magazine pictures, fill the pages with inherited traits like hair, eye color, shoe size, body shape, etc. These pages represent the genes.

   b. Explain that the DNA has many such books or chromosomes, each with many body characteristics (thousands).

   c. Explain that each cell contains the DNA chromosomes and, therefore, determine our physical characteristics, size, color of hair, eyes, etc.

7. Review how the cell got 46 chromosomes. Use the bowl model for the egg cell and the paper model of the sperm cell with their 23 chromosomes each. Mix the 46 chromosomes in the egg cell. Make a large paper model of an egg cell with 23 pairs of matched, colored strips. Divide

the colored strips (chromosomes) into 3 or 4 different colors to represent genes. Explain that one gene is for each trait that comes from the mother and the other from the father.

Use enlarged paper strips to represent a chromosome from the mother and the father. On the strips, illustrate a gene characteristic like an eye, nose, ear, etc. Place a different size and color characteristic opposite each other, one from the mother, the other from the father.

a. Explain that similar genes line up in the chromosomes.

b. Similar genes are called eye genes, nose genes, etc.

c. The result is that we all have 2 genes to tell us how a trait should be, one from the mother and one from the father.

SAMPLE QUESTIONS

1. Match the word with the correct definition.

WORDS	DEFINITIONS
___ cells	a. Main chemical of all life.
___ chromosomes	b. Rod shaped living matter in center of each cell.
___ DNA	c. Things you get from your mother and father, such as the color of your hair.
___ heredity	d. Living matter that makes up your body.
___ conception	e. When the sperm enters & fertilizes the egg.

2. The makeup of an individual is determined by:

a. ___ environment
b. ___ chance and heredity
c. ___ heredity and environment
d. ___ environment and chance

3. Determination of sex is:

a. ___ determined at the time of fertilization
b. ___ a result of a chance union of sperm and egg
c. ___ determined by the sperm alone
d. ___ a., b., and c.

4. A person has become a famous pianist. His ability to play well is:

   a. ____ inherited
   b. ____ gained by practice
   c. ____ a combination of inheritance and practice
   d. ____ pure luck

5. Children may develop characteristics completely different from parents because, at one time, one or both parents were exposed to:

   a. ____ radioactive rays
   b. ____ strong chemicals
   c. ____ only a.
   d. ____ both a. or b.

B. INTERPERSONAL RELATIONSHIPS

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know elementarys of basic physical and emotional needs.
. . . recognize acceptable ways of expressing emotions.
. . . show concern for welfare of others.
. . . demonstrate ways of expressing feelings.

SUGGESTED ACTIVITIES

1. Collect pictures from various sources, and discuss the emotions depicted. Relate an experience that made you angry. Discuss how that experience could have been avoided and how you could have responded differently to the situation. Compile alternative actions suggested by the class. Discuss situations relating to fears and anxieties, using the same approach as above. Use art mediums to express emotions:

   a. Art
   b. Music
   c. Dance
   d. Pantomime

   Keep an "emotions Chart" for 5 days. List the ways you feel each day and the reasons for feeling that way.

2. The teacher makes available a large supply of old magazines, newspapers, crayons, water colors, scraps of construction paper, glue, clay, paper mache, scissors, etc., and gives each student a grocery bag. Students are to find things in the materials available, representing that which they do not wish to share, and put them inside the bag. The student is to draw, paste, and staple pictures and objects on the outside of his bag which he feels represent "who he is" and which he is willing to share with other students. Small groups can be formed for students to discuss what they created on the outside of their bags. After discussion of outside of bags, group members may volunteer to pull objectives from the inside of their bag and reveal something of their private self. Students might keep the bags for a week, a month, or a year and add, subtract, and reveal their private self throughout the school year in small group meetings.

3. The student selects either a positive or negative quality and keeps a diary about the effect of this quality upon one's actions. Conduct a class discussion on ways to reinforce positive qualities and alternative ways to change negative qualities.

   Role play alternative behaviors. Bring an article or relate an experience that made you happy. Discuss why you felt that way.

   Study the "Generation Gap" and ways of closing the gap.

4. List and discuss various choices of life style.

   In small groups, divide by sexes and list what you like about behavior of the opposite sex and what you don't like about behavior of the opposite sex. Share lists with the whole class. List acceptable copiing devices and relate to appropriate emotions. Discuss problems of sibling rivalry.

SAMPLE QUESTIONS

1. Which of the following behaviors indicate a relationship based on positive self-concept?

   a. ____ conversion
   b. ____ sublimation
   c. ____ displacement
   d. ____ rationalization

2. Ann and Jack broke up because:

   a. ____ the teacher tore up a note they were passing.
   b. ____ Ann was the heaviest kid in the class.
   c. ____ Jack isn't good at dancing the bump.
   d. ____ Jack's dad doesn't like Ann's folks.

3. Which of the following mental mechanisms indicate positive self-concept?

   a. ____ displacement
   b. ____ rationalization
   c. ____ conversion
   d. ____ integrated.

C. REPRODUCTION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know the major organs and functions of the reproductive system.
. . . understand the functions of the female and male reproductive systems.
. . . appreciate differences and similarities in male and female sexuality.

SUGGESTED ACTIVITIES

1. Discuss body changes leading to puberty, and age of occurrence to include menarche, and nocturnal emmissions.

   a. Male

      (1) Voice change
      (2) Hair - facial, exillary, pubic
      (3) More active sweat glands
      (4) Production of sperm cells

   b. Female

      (1) Earlier maturity than male
      (2) Body hair - axillary and pubic
      (3) Body development - breasts and hips
      (4) Sweat glands - care of hair and skin
      (5) Menstrual cycle

   Show the films "Girl to Woman" and "Boy to Man."

2. Draw pictures of self and analyze.

   List good and bad things about being a girl (or boy) and evaluate feelings. List what you do and do not like about the opposite sex. Ask an obstetrician, midwife, nurse or mother to describe the birth process to you.

   Discuss the stages of labor.

3. Discuss how frog eggs are fertilized.

   Using a birds nest, discuss how birds prepare for egg development.

   a. Discuss sperm entering mother and a shell forming. Discuss how frogs develop a uterus.

   b. Use pictures to illustrate the male/female dog.

   b. Use a picture to show the nest (uterus) of the developing puppies. Continue with development of a calf, using a transparency.

   Review the many animal nests. Use a model to demonstrate human fertilization.

   a. Make a female and male model from simple materials.

   b. Use ovary, uterus, testes, scrotum, and penis when discussing fertilization.

4. Using fertilized chicken eggs, incubate and record the embryonic development. Review the living and non-living.

   a. Use clay models of a bird, horse, dog, human.

Discuss the roles of cells.

a. Include need for body cells and the different reproductive cells.

Develop the production and journey of the sperm cell.

a. Construct a model of the male to include the pituitary gland, scrotum testes, vas deferens, seminal vesicles, prostrate glands, epididymis and urethra.

b. Students make a notebook, "Growing Up," and start with sex education dictionary words.

c. Review the male reproductive system with questions, use of dictionary, diagramming, and writing a summary of the sperm's journey.

5. Develop the production of the egg cell, its fertilization, and menstruation.

   a. Construct a model of the female to include the pituitary gland, ovary, Fallopian tubes, uterus and vagina.

   b. Add new words to dictionary notebooks.
   c. Discuss the pituitary glands function.
   d. Follow the development of the egg cell and its journey.
   e. Discuss the cell's fertilization.
   f. Discuss the fetal development.
   g. Discuss birth.

Discuss body change in boys and girls (separate groups).

a. Use transparancies to include menstruation cycle, body development.

SAMPLE QUESTIONS

1. Many new mothers get depressed after the birth of their child. T F

2. An unwed woman can raise a child without a father. T F

3. If an unmarried girl is under 16 when she becomes pregnant, she must put her child up for adoption. T F

4. What changes might be expected within a family after the birth of a child. Check your answer.

   a. ___ less time for previous interests
   b. ___ less money for entertainment
   c. ___ mother and father will be happier
   d. ___ meals will become more regular

5. The mother is more important to an infant in its first year than the father. T F

UNIT TEN - SUBSTANCES

A. PROPER USE

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know conventional use of medications.
. . . recognize fallacies as to what substances can do.
. . . appreciate the role of substances in making human life better.

SUGGESTED ACTIVITIES

1. Problem situation: You visit your grandmother's house. As you are having breakfast she says, "Now take this vitamin pill - it'll keep you from getting colds and make you feel strong and zippy all day!" Write down what you would do and what criteria you would use in making the decision. Possible criteria:

   a. What would be the effect on me of taking the vitamin pill? on grandmother?

   b. What would be the effect on me of not taking the vitamin pill? on grandmother?

   c. Do vitamin pills do any harm? Do they do any good?

   d. What would my parents recommend? Should a doctor be consulted?

   e. Should I buy some vitamin pills of my own and start to take them? Why or why not?

   f. Are vitamin preparations (pills, capsules) all the same?

   g. How do I determine better ones? Is price an important criterion?

2. Form a small committee designed to organize a health education corner in the library or health education classroom. The students will be responsible for soliciting free and inexpensive materials and sample copies of various health education texts and materials. The committee will be responsible for overnight checkout of the pamphlets, stocking the health education corner with new materials and expendable materials, decorating the corner with posters, sponsoring various health and safety campaigns and contests, evaluating new health education materials, and bringing certain interesting and relevant library materials to the attention of health education students and teachers. The health education committee might even sponsor a health fair and award prizes.

3. a. The student will be able to define:

   (1) Medications
   (2) Prescriptions
   (3) Prescription and non-prescription drugs
   (4) Barbituarates
   (5) Amphetamines
   (6) Tranquilizers

   b. The student will be able to distinguish between the effects of barbiturates, amphetamines, and tranquilizers.

   c. The student will be able to list two medical uses for each of the above substances.

   d. The student will be able to describe the effects of abuse of the above substances.

   e. The pupil defines basic drug terms.

   (1) What means do we now use to test drugs before they are used by people?

   (2) What different ways can a drug be taken into the body?

   (3) Who can prescribe drugs?

   (4) What does a prescription say?

   (5) Why have people all through history felt the need to use different kinds of drugs?

   (6) How many of you think you are drug users?

   (7) Do you think you could live without taking any kind of drug?

4. a. Invite a physician or pharmacist to talk aoout medical and non-medical uses of substances.

   b. Prepare fact sheets on the drugs mentioned by the physician. Sheets could contain the following information:

   (1) Name
   (2) Medical use
   (3) Description
   (4) Composition
   (5) Administration (how taken)
   (6) Legal source
   (7) Effects
   (8) Adverse reactions
   (9) Overdose
   (10) Background (why a problem)
   (11) Treatment

SAMPLE QUESTIONS

1. Antibiotics are used to cure all but one of the following:

   a. ____ diphtheria
   b. ____ typhoid
   c. ____ smallpox
   d. ____ tuberculosis

2. All but one of the following substances are used as stimulants:

   a. ____ amphetamines
   b. ____ coffee
   c. ____ alcohol
   d. ____ tea

3. There are bacterias that are helpful, as well as harmful. T F

4. Vaccines can cause the body to produce:

   a. ____ antiseptics
   b. ____ parasites
   c. ____ antibodies
   d. ____ protozoa

4. Excessive amphetamine use can cause fatigue. T F

5. Opiates can cause addiction. T F

6. A person can become physically dependent upon alcohol. T F

7. Vaccination is used to prevent certain diseases such as smallpox. T F

8. Analgesics and anesthetics are both used for the prevention of pain. T F

9. Vaccines have been developed to prevent all diseases. T F

B. POISON PREVENTION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know criteria for identifying natural poisons.
. . . demonstrate a problem-solving attitude toward poison prevention and treatment.
. . . recognize poisonous plants.

B. POISON PREVENTION

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know criteria for identifying natural poisons.
. . . demonstrate a problem-solving attitude toward poison prevention and treatment.
. . . recognize poisonous plants.

SUGGESTED ACTIVITIES

1. a. Show pictures of poisonous plants and discuss how they affect individuals. Differentiate poisonous from nonpisonous.

   b. Discuss how to avoid contaminated substances: do not play near garbage dumps; do not swim in polluted water.

   c. Plants may cause irritation upon skin contact.

      (1) poison ivy, poison oak, and poison sumac
      (2) plants with thorns or burrs
      (3) nettles
      (4) saw grass

   d. Some plants are harmful upon ingestion: certain mushrooms, berries, flowers, and roots.

   e. Some may cause irritation, allergy, asthma, etc., if inhaled:

      (1) smoke
      (2) pollen
      (3) dust
      (4) molds
      (5) glue

   f. Contaminated substances:

      (1) polluted water
      (2) polluted air (smog)
      (3) spoiled food
      (4) garbage, sewage
      (5) unclean eating utensils

2. The pupil names environmental features that may be harmful. Discuss how allergies affect people. Ask children to relate any experiences they have had in regard to allergies and asthma.

a. Can you name some plants outdoors that can cause skin itching? (sting weed, poison ivy).

b. What can you do if you contact it?

c. Can you name some plants outdoors which look good to eat, but may be poisonous when you swallow them? (mushrooms, berries.)

3. a. Have pupil find an account of Socrates' death and report. Role play.

b. Mix several antidotes suggested on various labels of bottles. These may be brought to class as needed. Have local nationals bring products from the host nation and compare treatment.

c. Have a practice demonstration of artificial respiration, and maybe an opportunity to teach each to administer.

d. Have a vetinarian discuss protection of pets on a military installation.

e. Discuss different poisons and chart their antidote.

4. a. Have students make a list of poisons by reading labels of medicines and cleaning supplies, along with other items in the home. Invite pupils to discuss check list with their parents.

b. Make a poison prevention information sheet for the inside of everyone's medicine chest.

SAMPLE QUESTIONS

1. The most common ingested poison is one of the following:

a. ___ barbiturates
b. ___ narcotics
c. ___ analgesics
d. ___ petroleum products

2. Burns on mouth and hands, burning throat, and nausea are symptoms of the following poisons:

a. ___ flame poisoning
b. ___ pesticides
c. ___ topical poisons
d. ___ corrosives

3. There is only one way to classify poisons. T F

4. Medicine taken in improper dosage may be poisonous. T F

5. Vomiting a poison which burns is the correct first-aid procedure. T F

6. Corrosive poisons include all but one of the following:

a. ___ bleach
b. ___ aspirin
c. ___ lye
d. ___ toilet cleaner

7. Well ventilated areas contribute to inhalation or fume poisoning. T F

8. It is safe to eat unwashed vegetables because they have been sprayed with a pesticide. T F

9. Depressant means:

a. ___ slows down bodily function
b. ___ increases bodily functions
c. ___ stimulates mental activity
d. ___ optimistic

10. Antidote means:

a. ___ prescription
b. ___ medicine
c. ___ counteracter
d. ___ poison

C. MISUSE OF LEGAL SUBSTANCES

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know that conventional substance use can be harmful.
. . . distinguish between fact and fancy in regard to legal substances.
. . . demonstrate commitment to social improvement.

SUGGESTED ACTIVITIES

1. a. Use the chart below to inventory your medicine chest. With adult supervision, clear out old medicines, unlabeled bottles, prescription medicines not being used presently, and substances which have been chosen unwisely or without thought to safety.

   b. Reorganize the medicine shelf so that dangerous substance will be out of reach of children and under lock.

   c. Discuss with adults any voids that should be filled to make the medicine chest a useful and safe health tool.

All Name Brands in Our Medicine Cabinet	Who Bought This Item?	Why?	Criteria For Selection	IV

d. Indicate in the selection column which of the following criteria were used when buying the product:

(1) Chosen after examining several alternatives.

(2) Chosen after considering the pros and cons of the alternatives.

(3) Chosen as a free choice, not a pressured one.

e. Write one of the code numbers in Column IV:

(1) Will keep it or keep buying it.

(2) Will eliminate it or stop buying it.

(3) Will change to another brand.

(4) Will think more about whether to keep it, eliminate it, or change brands.

2. Discuss the following questions:

a. Why are there commercials on TV?

b. What kinds of products are advertised?

c. Have students bought products advertised on TV?

d. Have their parents bought products advertised on TV?

e. Why did they buy a particular product?

f. What are some other places where advertising might be seen?

3. Improperly used, medicines can damage the individual and interfere with his success in life. We should:

a. Carefully follow directions with all prescribed medicines.

b. Use "over the counter" medicines wisely; aspirin can be a dangerous drug because it is rapidly absorbed, proper dosage for age and weight is very important.

c. Handle medicines properly, keep out of reach of very young children, make sure each container is properly labeled, and safely discard.

d. Refuse all drugs offered by peers or other unqualified persons, whether in the form of pills, liquid, or as an ingredient of something else.

e. Discontinue use after recovery.

4. The pupil lists the possible dangers that can be attributed to the use of tobacco.

   a. Why do people smoke?

   b. What problems can smoking cause for people?

   c. Why do tobacco companies advertise?

   d. What are the tobacco companies trying to accomplish with this advertising?

5. Have students do an interview with someone they know who uses tobacco and alcohol. Elicit questions from students to create interview - questionnaire:

   a. How long did it take for smoking to become a full time habit?

   b. Why do you continue to smoke with all the known facts that link smoking with cancer?

   c. After the interviews, have the students present results to the class for discussion.

   d. Have the students look up and define the following terms: addiction, personality, self, attitudes, frustration, tolerance, social interaction, authority, and dependence.

   e. Discuss these definitions in terms of people who become dependent upon drugs, alcohol, food, etc.

   f. Invite high school students, physicians, and others to discuss addiction. Such visits should be carefully screened and structured by the teacher.

6. The pupil identifies alcohol as a problem drug.

   a. How does alcohol affect the body? (brain cell destruction, nerve, heart, liver, and stomach damage).

   b. Why do people drink alcohol? (celebrations, religious reasons, to forget problems).

   c. For what reasons do people start drinking? (peer pressure, social reasons).

   d. Invite school nurse or physician to discuss the physical consequence of alcohol use.

   e. Ask students to research alcohol facts, and debate the pros and cons.

   f. Invite an Alcoholics Anonymous member to discuss life as an alcoholic.

   g. Invite school counselor to discuss social/peer influence.

   h. Invite chaplain or social worker to talk about alcohol and its effect upon family and personal relationships.

   i. Allow students to talk freely about their own future with alcohol use. Bring out the concepts of moderate vs. excessive use.

SAMPLE QUESTIONS

1. The same quantity of a drug will affect different people the same way. T F

2. Medicines in the family medicine cabinet can be safely used by all members of the family T F

3. The effect of alcohol is partly determined by a person's body weight. T F

4. The expense of smoking is so small that it is not worth mentioning. T F

5. Foods sold in junior high schools have all been thoroughly investigated and found harmless. T F

6. Coffee acts on the body as a stimulant. T F

7. Codeine, often found in cough syrups, is a:

   a. ____ narcotic and a stimulant
   b. ____ narcotic and a depressant
   c. ____ stimulant and an alcoholic substance
   d. ____ depressant and an alcoholic substance

8. About one out of every 14 drinkers becomes alcoholic. T F

9. Frequent inhalation of tobacco smoke will help a person to develop an immunity to any disease linked with smoking. T F

10. When a substance, even though it is legal, is taken in excess, it is probably being misused. T F

D. ILLEGAL SUBSTANCES

STUDENT OBJECTIVES - GRADES 5-8

The student will:

. . . know classification of illegal substances.
. . . distinguish between fact and fiction concerning illegal substances.
. . . demonstrate belief in making choices based on adequate information.

SUGGESTED ACTIVITIES

1. a. Make a chart of illegal substances.

   b. Learn the laws concerning illegal substance use for the country in which they live.

   c. Make a bulletin showing new legislation concerning illegal substance use.

2. a. Hold a debate or panel discussion on various aspects of illegal substance use; for example: treatment vs. jail for offenders, decriminalizing substances, should penalties for distributors be more than for possession, etc.

   b. Make a chart of when various substances were declared illegal.

   c. List legal drugs that can be illegal, i.e., morphine.

3. Differentiate between legal and illegal drugs.

   a. Are legal drugs (alcohol, tobacco, sleeping pills, diet pills) harmless?

   b. If not, why are they legal?

   c. Why are some drugs legal while others aren't?

   d. Why do some persons use substances when they know they are potentially harmful?

4. Identify those substances that are permitted in American society (tobacco, alcohol, tranquilizers, diet pills), and those that are not (marijuana, narcotics, cocaine).

   a. Discuss why some substance use is legal and some illegal, even though the physical and mental effects are similar.

   b. Discuss and chart the pros and cons of various drugs: coffee, tobacco, marijuana, narcotics, etc.

   c. Discuss the various facts a person should consider before he decides to use a possibly harmful substance.

SAMPLE QUESTIONS

1. Once a person starts using marijuana, he will eventually go on to harder drugs. T F

2. Illegal drugs are frequently sold to support a user's habit. T F

3. Which of the following is true about marijuana?

   a. ___ it is not physically addictive
   b. ___ it increases the redness of eyes
   c. ___ it has the same strength as hashish
   d. ___ it causes a person to become more alert

4. Choose the drug that is classified as a depressant.

   a. ___ LSD
   b. ___ amphetamines
   c. ___ morphine
   d. ___ hashish

5. Which of the following is classified as a hallucinogen?

   a. ___ morphine
   b. ___ barbiturates
   c. ___ cocaine
   d. ___ mescaline

6. Cocaine is classified as a:

   a. ___ hallucinogen
   b. ___ stimulant
   c. ___ tranquilizer
   d. ___ sedative

7. Drugs are often placed in categories according to the effect they have on most people. T F

8. No two drugs have similar effects. T F

9. Identify the correct term which is used to classify LSD:

   a. ____ hallucinogen
   b. ____ stimulant
   c. ____ solvent
   d. ____ liquid

10. The major categories of substances are narcotics and hallucinogens, stimulants and depressants. T F